PROGRAM GUIDELINES:
2019–2021
GROW YOUR OWN GRANT PROGRAM, CYCLE 2

Application Due Date
5:00 p.m. Central Time, November 13, 2018

Program Authority
General Appropriations Act, Article III, Rider 41, 85th Texas Legislature
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Due Date</td>
<td>0</td>
</tr>
<tr>
<td>Program Authority</td>
<td>0</td>
</tr>
<tr>
<td>Introduction to the Program Guidelines</td>
<td>1</td>
</tr>
<tr>
<td>Reference to the General and Fiscal Guidelines</td>
<td>1</td>
</tr>
<tr>
<td>US Department of Education and/or State Appropriations</td>
<td>2</td>
</tr>
<tr>
<td>Grant Timeline</td>
<td>2</td>
</tr>
<tr>
<td>Grant at a Glance</td>
<td>3</td>
</tr>
<tr>
<td>Authorizing Legislation</td>
<td>3</td>
</tr>
<tr>
<td>Where to Submit the Application</td>
<td>3</td>
</tr>
<tr>
<td>Number of Copies</td>
<td>3</td>
</tr>
<tr>
<td>Purpose of Program</td>
<td>3</td>
</tr>
<tr>
<td>Eligible Applicants</td>
<td>5</td>
</tr>
<tr>
<td>Eligibility List</td>
<td>5</td>
</tr>
<tr>
<td>Shared Services Arrangement</td>
<td>5</td>
</tr>
<tr>
<td>More Than One Campus</td>
<td>5</td>
</tr>
<tr>
<td>Application Funding</td>
<td>5</td>
</tr>
<tr>
<td>Cost Share or Matching Requirement</td>
<td>8</td>
</tr>
<tr>
<td>Limitation of Administrative Funds</td>
<td>8</td>
</tr>
<tr>
<td>Pre-Award Costs</td>
<td>8</td>
</tr>
<tr>
<td>Applicant Assistance</td>
<td>8</td>
</tr>
<tr>
<td>Contact for Clarifying Information</td>
<td>8</td>
</tr>
<tr>
<td>Frequently Asked Questions</td>
<td>8</td>
</tr>
<tr>
<td>Applicants’ Webinar</td>
<td>9</td>
</tr>
<tr>
<td>Errata Notices</td>
<td>9</td>
</tr>
<tr>
<td>GovDelivery Bulletins</td>
<td>9</td>
</tr>
<tr>
<td>Program Elements</td>
<td>9</td>
</tr>
<tr>
<td>Program Description</td>
<td>9</td>
</tr>
<tr>
<td>Pathway 1: Teacher Stipends to Support Education and Training Course Implementation</td>
<td>9</td>
</tr>
<tr>
<td>Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles</td>
<td>12</td>
</tr>
<tr>
<td>Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment or Teacher Candidate Intensive Pre-service Training</td>
<td>13</td>
</tr>
<tr>
<td>Supplement, Not Supplant</td>
<td>15</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>15</td>
</tr>
<tr>
<td>Application Requirements and Assurances</td>
<td>15</td>
</tr>
</tbody>
</table>
Statutory Requirements .....................................................................................................15
TEA Program Requirements ..............................................................................................15
Program-Specific Assurances ............................................................................................ 16
Activities and Use of Funds ...............................................................................................17
Field Trips ..........................................................................................................................18
General Allowable Activities and Use of Funds .................................................................18
General Unallowable Activities and Use of Funds ............................................................18
Advisory Council ................................................................................................................19
Cost of Membership in Any Civic or Community Organization............................................19
Hosting or Sponsoring of Conferences ...............................................................................19
Out-of-State Travel ............................................................................................................19
Travel Costs for Officials such as Executive Director, Superintendent, or Board Members 19
Program Evaluation ..........................................................................................................19
Performance Measures ......................................................................................................19
Critical Success Factors .....................................................................................................20
Milestones ..........................................................................................................................21
Limits on Contracted Evaluators .......................................................................................21
Application Elements ........................................................................................................21
Notice of Intent to Apply .....................................................................................................21
Reviewer Information Form ...............................................................................................21
Required Attachments .......................................................................................................22
   Required Program-Related Attachments ......................................................................22
Scoring and Review .........................................................................................................22
Standard Review Criteria..................................................................................................22
Specific Review Criteria.....................................................................................................22
Priorities for Funding ........................................................................................................23
Introduction to the Program Guidelines

TEA, as the pass-through entity\(^1\), is the grantee\(^2\) from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities\(^3\) such as local educational agencies (LEAs), including school districts, charter schools, and education service centers (ESCs), and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency’s subgrantees\(^4\). These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the General and Fiscal Guidelines and the schedule instructions. The Adobe Acrobat Standard Application System (SAS) consists of all schedules (i.e., forms) to be completed in order for the applicant to be eligible for funding.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The General and Fiscal Guidelines provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the General and Fiscal Guidelines. It is critical that you review all referenced sections of the General and Fiscal Guidelines when preparing your application.

---

\(^1\) Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

\(^2\) Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term “grantee” does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

\(^3\) Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

\(^4\) Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.
US Department of Education and/or State Appropriations

The following is provided in compliance with the US Department of Education Appropriations Act:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total funds available for this project</td>
<td>$3,949,875</td>
</tr>
<tr>
<td>Percentage to be financed with federal funds</td>
<td>0%</td>
</tr>
<tr>
<td>Amount of federal funds</td>
<td>$0.00</td>
</tr>
<tr>
<td>Percentage to be financed from nonfederal sources</td>
<td>100%</td>
</tr>
<tr>
<td>Amount of nonfederal funds</td>
<td>$3,949,875</td>
</tr>
</tbody>
</table>

Grant Timeline

All of these dates except the grant ending date may vary slightly as conditions require.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 14, 2018</td>
<td>RFA available; notice of the RFA published in the Texas Register</td>
</tr>
</tbody>
</table>
| September 24, 2018 | Last date to submit questions to be addressed in the applicant’s webinar
See the General and Fiscal Guidelines, Applicants’ Conference/Webinar |
| October 1, 2018    | Applicants’ webinar posted to the TEA Grant Opportunities page         |
| October 5, 2018    | Last date to submit FAQs to TEA contact person
See General and Fiscal Guidelines, Frequently Asked Questions |
| October 12, 2018   | FAQs posted to TEA Grant Opportunities page                             |
| October 26, 2018   | Due date for the Notice of Intent to Apply
See Notice of Intent to Apply section in this document                   |
| October 26, 2018   | Due date for Reviewer Information Form
See Reviewer Information Form section in this document                    |
| October 31, 2018   | Informational podcast posted at https://tea.texas.gov/podcast/         |
| November 13, 2018  | Due date for the application in the TEA Document Control Center, 5:00 p.m., Central Time
See the General and Fiscal Guidelines, Competitive Application Due Date and Time |
| December 3, 2018 – December 5, 2018 | Competitive sequestered review period
See the General and Fiscal Guidelines, Competitive Review Process |
| January 1, 2019    | Beginning date of grant
See the General and Fiscal Guidelines, Grant Period                       |
| April 1, 2020      | Final date to submit an amendment for Pathway 3 grantees               |
| June 30, 2020      | Ending date of grant for Pathway 3 grantees.
See General and Fiscal Guidelines, Grant Period                             |
| April 1, 2021      | Final date to submit an amendment for Pathway 1 and 2 grantees         |
| May 31, 2021       | Ending date of grant for Pathway 1 and 2 grantees.
See General and Fiscal Guidelines, Grant Period                             |
For all dates related to the grant, including reporting dates, see the TEA Grant Opportunities page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

**Grant at a Glance**

This section provides fundamental information pertinent to the grant program.

**Authorizing Legislation**

This grant program is authorized by the General Appropriations Act, Article III, Rider 41, 85th Texas Legislature.

**Where to Submit the Application**

See the Where to Submit the Competitive Application section of the General and Fiscal Guidelines.

**Number of Copies**

See the Copies and Signature for Competitive Grants section of the General and Fiscal Guidelines.

Note: TEA requires one original copy of the application and two copies of the application (that is, three copies of the application in total).

**Purpose of Program**

The purpose of the 2019–2021 Grow Your Own grant program is for Texas to take an intentional approach towards growing our own teachers through the pathways outlined in the following pages. The program has been designed to facilitate increased entry of qualified, diverse candidates into the teaching profession, particularly in rural and small school settings. The program also aims to elevate the perception of the teaching profession through the development and facilitation of high-quality Education and Training courses at the high school level. The intention of the grant program is to address several challenges Texas currently faces in terms of recruiting and retaining teacher candidates to the field.

The primary challenges the grant aims to address include:

- teacher shortages in traditionally hard-to-staff areas, particularly in rural regions throughout the state and bilingual and special education certification areas;
- demographic gaps between students and teachers in Texas that are a result of changes in the demographics of the student population; and
- a declining perception of the teaching profession, as demonstrated by the stated lack of desire of students graduating high school to pursue teaching as a profession.

Research demonstrates that these challenges can be effectively addressed by LEAs, in partnership with IHEs and educator preparation programs (EPPs), through several “grow your own” approaches. The 2019–2021 Grow Your Own grant program addresses three potential approaches:

- The first approach, Pathway 1, addresses recruitment efforts beginning at the high school level through Education and Training courses, particularly for students in rural communities and for students of color. The approach is intended to provide opportunities for students to be exposed to the teaching profession early in their career trajectory, which will create a positive perception of the profession and greater investment long-
term. This approach also intends to increase the quality and quantity of motivating, highly skilled teachers leading Education and Training programs. In addition, when offered as dual credit, the Education and Training courses provide a greater incentive for students to persist in pursuing education as a career. To offer these courses as dual credit, teachers are required to hold a master’s degree. Dual credit courses taught with a high standard of curriculum will also attract high-ranked students to enroll, thereby encouraging them to hold the profession in high esteem.

- The second approach, Pathway 2, addresses efforts to transition paraprofessionals, instructional aides, and long-term substitute teachers to full-time, certified teacher roles. This is done through funding of and support of their bachelor’s degree and teacher certification programs. Paraprofessionals, instructional aides, and substitute teachers often live in the communities they serve and have invaluable context about the schools in which they serve. The approach is intended to promote better long-term recruitment and retention by targeting already proven and dedicated staff who desire opportunities for advancement. This approach also intends to facilitate increased entry of diverse candidates into the teaching profession. Applicants may only apply for Pathway 2 in conjunction with Pathway 1.

- The third approach, Pathway 3, addresses efforts to develop and recruit well-qualified teacher candidates in hard-to-staff areas and regions through the development and funding of year-long clinical teaching assignment programs or intensive pre-service programs with a clinical component. Both routes will increase the depth and strength of partnerships between local education agencies and educator preparation programs. This approach is intended to better support and prepare teachers who have stated a desire to serve in rural schools and/or hard-to-staff roles in the long term. This is done through expanded access to high-quality, full-time, year-long clinical teaching opportunities and intensive pre-service opportunities, particularly for quality, diverse candidates.

These pathways fund stipends which allow LEA and EPP partners to develop and implement a grow your own program.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Pathway Title</th>
<th>Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway 1</td>
<td>Teacher Stipends to Support Education and Training Course Implementation</td>
<td>Teachers of record for the Education and Training courses: Instructional Practices and Practicum in Education and Training</td>
</tr>
<tr>
<td>Pathway 2</td>
<td>Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles</td>
<td>Paraprofessionals, instructional aides, and long-term substitute teachers</td>
</tr>
<tr>
<td>Pathway 3</td>
<td>Teacher Candidate: Year-Long Clinical Teaching Assignment</td>
<td>Teacher candidates enrolled in a multi-year EPP</td>
</tr>
<tr>
<td></td>
<td>Teacher Candidate: Intensive Pre-Service Training</td>
<td>Teacher candidates who will enroll in an intensive pre-service certification program with a clinical component and year-long support</td>
</tr>
</tbody>
</table>
Eligible Applicants

See the General and Fiscal Guidelines, Eligibility to Apply.

Applicants may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3 within their application.

LEAs and ESCs may apply individually or as part of a shared services arrangement (SSA), but not both.

The table below shows applicant eligibility for each Pathway.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Applicant Rules</th>
<th>LEA</th>
<th>ESC</th>
<th>EPP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway 1</td>
<td>Applicant may apply only for Pathway 1 or for Pathway 1 and Pathway 2</td>
<td>Eligible and may also serve as the fiscal agent of an SSA</td>
<td>Eligible only as the fiscal agent of an SSA</td>
<td>Not eligible</td>
</tr>
<tr>
<td>Pathway 2</td>
<td>Pathway 2 must be combined with Pathway 1.</td>
<td>Eligible and may also serve as the fiscal agent of an SSA</td>
<td>Eligible only as the fiscal agent of an SSA</td>
<td>Not eligible</td>
</tr>
<tr>
<td>Pathway 3</td>
<td>Pathway 3 may not be combined with any other pathway. Applicants must select either year-long clinical teaching or intensive pre-service as the model but not both.</td>
<td>Not eligible</td>
<td>Not eligible</td>
<td>Eligible. May partner with multiple LEAs but not as a fiscal agent or member of an SSA</td>
</tr>
</tbody>
</table>

Eligibility List

An eligibility list is not posted with this RFA.

Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements.

Shared services arrangements (SSAs) are allowed for Pathways 1 and 2 only.

LEAs and ESCs may serve as fiscal agents for Pathways 1 and 2.

Note: EPPs may not serve as either a member or fiscal agent of an SSA.

More Than One Campus

Eligible applicants may apply for the grant on behalf of more than one campus. An applicant may only submit one application.

Application Funding

See the following sections of the General and Fiscal Guidelines:

- Grant Funding
- Continuation Funding
- Fund Management
- Use of Funds
It is anticipated that a minimum of 40 grants will be awarded. Regardless of the pathway chosen, an applicant may request a maximum of $499,999 total.

The grant consists of three pathways, each with a specific funding structure. Funding is determined by the number of participating teachers and/or teacher candidates, and the number must therefore be disclosed on page 8 of the application. For Pathways 1 and 2, each LEA can apply for a maximum of 10 participants and/or candidates. An SSA can apply for a maximum of 10 participants and/or candidates per LEA (number of LEAs multiplied by ten). For Pathway 3, each EPP may apply for a maximum of 10 candidates per partner LEA (number of partner LEAs multiplied by ten).

**Pathway 1 Funding:**

<table>
<thead>
<tr>
<th>Funding Unit</th>
<th>Funding Amount</th>
<th>Use of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher with an M.Ed. who is teaching Education and Training courses for dual credit</td>
<td>$11,000 disbursed over 2 years</td>
<td>A full stipend of $10,000</td>
</tr>
<tr>
<td>Teacher who is teaching Education and Training courses, but not for dual credit</td>
<td>$5,500 disbursed over 2 years</td>
<td>A full stipend of $5,000</td>
</tr>
<tr>
<td>High school with existing Education and Training courses in the 2018–2019 school year</td>
<td>$6,000 one time</td>
<td>• Up to $3,000 per high school for travel to the TEA-led Teacher Institute for participating teachers, campus principal, and college/career counselor • Remaining funds ($3,000 or $6,000 per high school) for the implementation and growth of the Education and Training program and organizations</td>
</tr>
<tr>
<td>High school without existing Education and Training courses in the 2018–2019 school year</td>
<td>$9,000 one time</td>
<td>• Remaining funds ($3,000 or $6,000 per high school) for the implementation and growth of the Education and Training program and organizations</td>
</tr>
</tbody>
</table>

- **There can be a maximum of two participating teachers per high school.**
- Each high school within the LEA that is currently offering Education and Training courses in 2018–2019 will receive $6,000 to grow the program.
- Each high school within the LEA without established Education and Training courses will receive $9,000 to establish and grow the program.
- All high schools within the LEA will use grant funds to implement and grow an Education and Training program (offering at least the Instructional Practices and Practicum courses) and associated Career and Technical Student Organization (CTSO) that is either Texas Association of Future Educators (TAFE) or Family Career and Community Leaders of America (FCCLA).

**Pathway 2 Funding:**

<table>
<thead>
<tr>
<th>Funding Unit</th>
<th>Funding Amount</th>
<th>Use of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate pursuing only a teacher certification</td>
<td>$5,500 disbursed over 1 year</td>
<td>Tuition up to $5,000</td>
</tr>
<tr>
<td>Candidate pursuing both a bachelor's degree and teacher certification</td>
<td>$11,000 disbursed over 2 years</td>
<td>Tuition up to $10,000</td>
</tr>
</tbody>
</table>

- **Pathway 2 may only** be applied for in conjunction with Pathway 1.
Pathway 3 Funding:

<table>
<thead>
<tr>
<th>Funding Unit</th>
<th>Funding Amount</th>
<th>Included in Funding Amount</th>
</tr>
</thead>
</table>
| Candidate in a year-long clinical teaching assignment | $22,000 disbursed over 1 year | • A full stipend of $15,000 for each candidate  
• Up to $5,000 to fund the cost of the IHE field supervisor |
| Candidate in an intensive pre-service program     | $5,500 disbursed over 1 year | • A full stipend of $5,000                                       |

Funding Examples

Examples of potential funding structures include the following:

- An LEA applies for Pathway 1. They have one high school in the LEA and it does not currently offer Education and Training courses, and one teacher who will participate in the grant to teach the Education and Training courses, but not for dual credit. The LEA would be eligible to apply for $14,500.
  - 1 Education and Training teacher: $5,500 x 1 = $5,500
  - 1 high school campus without existing Education and Training courses: $9,000 x 1 = $9,000
  - Total funding: $14,500

- An LEA applies for Pathway 1. They have four Education and Training course teachers who will participate in the grant and three high schools within the LEA, two of which currently offer Education and Training courses and one of which does not. One of the teachers holds an M.Ed. and will be teaching an Education and Training course for dual credit. The LEA would be eligible to apply for $48,500 in funding.
  - 3 Education and Training teachers: $5,500 x 3 = $16,500
  - 1 dual credit Education and Training teacher: $11,000 x 1 = $11,000
  - 2 high school campuses with existing Education and Training courses: $6,000 x 2 = $12,000
  - 1 high school campus without existing Education and Training courses: $9,000 x 1 = $9,000
  - Total funding: $48,500

- An ESC applies as the fiscal agent for four LEAs, each pursuing both Pathways 1 and 2. Each LEA has one high school currently offering Education and Training courses and one M.Ed. teacher participating in Pathway 1 who will be teaching Education and Training courses for dual credit. In addition, each LEA has one paraprofessional participating in Pathway 2 who will be pursuing their bachelor’s degree and teacher certification. The ESC would be eligible to apply for $112,000 in funding.
  - 4 dual credit Education and Training teachers (1 per LEA): $11,000 x 4 = $44,000
  - 4 high school campuses with existing Education and Training courses (1 per LEA): $6,000 x 4 = $24,000
• 4 paraprofessionals earning a bachelor’s and certification (1 per LEA): $11,000 X 4 = $44,000
  o Total funding: $112,000

• An IHE with an EPP applies for Pathway 3. They are partnering with five LEAs, each with two candidates conducting their year-long clinical teaching assignment within the LEA. The IHE would be able to apply for $220,000 in funding.
  o 10 teacher candidates (2 per LEA): $22,000 X 10 = $220,000
  o Total: $220,000

• A nonprofit EPP applies for Pathway 3. They are partnering with three LEAs, each with 5 candidates participating in an intensive pre-service training program with a clinical component and year-long support within the LEA. The EPP would be able to apply for $82,500 in funding.
  o 15 teacher candidates (5 per LEA): $5,500 X 15 = $82,500
  o Total: $82,500

Cost Share or Matching Requirement
See the General and Fiscal Guidelines, Cost Share/Match Requirement.
There is no cost share or matching requirement for this grant program.

Limitation of Administrative Funds
See the General and Fiscal Guidelines, Administrative Costs.
TEA limits the amount of funds that may be budgeted to administer the program, including direct administrative costs and indirect costs, to no more than 10% of the total grant awarded.

NOTE: Administrative funds include both direct administrative costs and allowable indirect costs.

Pre-Award Costs
See the General and Fiscal Guidelines, Pre-Award Costs.
Pre-award costs are not permitted for this grant.

Applicant Assistance
The following types of assistance are available to applicants for this grant program.

Contact for Clarifying Information
See the General and Fiscal Guidelines, TEA Contacts.
The following TEA staff member should be contacted with questions about the RFA, the grant program, or for assistance with the applicants’ webinar:
  Sheel Jagani, Program Specialist
  GYOgrant@tea.texas.gov
  Phone: (512) 463-9404

Frequently Asked Questions
See the General and Fiscal Guidelines, Frequently Asked Questions.
The FAQs for this grant program will be posted to the TEA Grant Opportunities site no later than the date listed on the Grant Timeline. Applicants may email their questions to the TEA staff member listed in the Contact for Clarifying Information section.

**Applicants’ Webinar**

See the General and Fiscal Guidelines, Applicants’ Webinar.

Questions that applicants wish to have addressed during the applicants’ webinar must be submitted no later than the date given in the grant timeline.

<table>
<thead>
<tr>
<th>Date of Webinar</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1, 2018</td>
<td>Pre-recorded</td>
</tr>
</tbody>
</table>

**Errata Notices**

See the General and Fiscal Guidelines, Errata Notices.

**GovDelivery Bulletins**

See the General and Fiscal Guidelines, GovDelivery Bulletins.

**Program Elements**

This section provides detailed information about the grant program.

**Program Description**

The 2019–2021 Grow Your Own grant program has been designed to facilitate increased entry of qualified, diverse candidates into the teaching profession, particularly in rural and small school settings. The intention of the grant program is to address several challenges Texas currently faces in terms of recruiting candidates to the field. There are three pathways available to serve this purpose. Following are descriptions of each pathway.

**Pathway 1: Teacher Stipends to Support Education and Training Course Implementation**

Pathway 1 focuses on the recruitment of future educators at the high school level through offering Education and Training courses, including for dual credit, to current high school students. To provide dual credit courses, the teacher of record must hold a master’s degree with 18 hours in the related field. Grant stipends will be awarded to teachers that teach the Education and Training courses on high school campuses, with a greater stipend offered to teachers able to teach dual credit Education and Training courses. Additional grant funds will be awarded for high schools to establish and/or grow their Education and Training programs, support their CTSO, and participate in a TEA-led Teacher Institute.

The design for Pathway 1 should include the following components:

- A needs assessment that addresses teacher vacancies, the demographics of the student and teacher population, and other local needs.
- The recruitment, selection, and support plan for highly qualified teachers to teach Education and Training courses who show measurable evidence of student achievement, strong student-teacher relationships, involvement in student organizations, and strong evaluation ratings. The plan should also include a description of a Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.
• The plan for the implementation and growth of the Education and Training courses at each high school within the LEA. This includes offering the Instructional Practices and Practicum in Education and Training courses with fidelity and demonstrating an integration of curriculum that promotes research-based motivations for teaching. This plan should address career development, counseling, and support opportunities, as well as the establishment and/or growth of a CTSO organization such as TAFE or FCCLA. The plan must include strategies to increase enrollment in each course each year.

• The recruitment and selection plan for highly qualified field experience classroom teachers who show measurable evidence of student achievement to support the students’ practicum experience.

• The plan for targeted marketing, recruitment, and persistence of strong and diverse student candidates to participate in the Education and Training course sequence, ensuring the quality and diversity of the future teaching pool. This plan should include addressing the top 10 percent of college-ready students, diverse students, and campus leadership involvement.

• If any participant receives the dual credit stipend, an articulated partnership with an IHE to offer the Education and Training courses as dual credit beginning in the 2019–2020 school year. Applicants should include an MOU or signed letter of commitment between the LEA and IHE and address the longevity and sustainability of this partnership.

Participants selected to receive stipends must meet the following requirements:

• Participants must hold a standard or life teacher certificate in the state of Texas.

• Participants must currently be employed as a teacher.

• Participants must show measurable evidence of student achievement within a diverse student population.

• Participants receiving the dual credit stipend must hold a master’s degree with 18 credit hours in education.

The Pathway 1 Grow Your Own program timeline includes a grant start date of January 1, 2019, and a grant end date of no later than May 31, 2021. A Pathway 1 grow your own program should adhere to the following recommended timeline for implementation.
<table>
<thead>
<tr>
<th>School Year</th>
<th>Implementation Activities</th>
</tr>
</thead>
</table>
| 2018–2019   | • Schools with a dual credit teacher establish partnership with an IHE to offer courses for dual credit beginning in the 2019–2020 school year.  
|             | • High schools develop Education and Training course offerings within the master schedule and market courses to students.  
|             | • All stipend candidates are confirmed with an MOU and reported to TEA by April 15, 2019. |
| 2019–2020   | • All participants teach at least Instructional Practices and/or Practicum in Education and Training.  
|             | • Dual credit teachers teach at least one Education and Training course section for dual credit.  
|             | • All high schools within the LEA offer at least Instructional Practices and/or Practicum in Education and Training.  
|             | • All high schools within the LEA establish or grow a chapter of a CTSO (TAFE or FCCLA) and participate in at least one competitive event per academic school year. |
| 2020–2021   | • All participants teach at least Instructional Practices and/or Practicum in Education and Training.  
|             | • Dual credit teachers teach at least two Education and Training course sections for dual credit.  
|             | • All high schools within the LEA offer both Instructional Practices and Practicum in Education and Training courses.  
|             | • All high schools within the LEA continue growing a CTSO (TAFE or FCCLA) and participate in at least one competitive event per academic school year. |

The intended long-term impacts for Pathway 1 programs include addressing the teacher shortages in small and rural school districts and increasing the diversity of the teacher workforce to better match the LEA’s student demographics. Additional areas of impact include:

- increasing interest in the teaching profession amongst high school students who participate in the Education and Training course sequence;
- increasing teacher retention amongst teacher leaders who facilitate the Education and Training course sequence;
- increasing enrollment in EPPs of a diverse and highly qualified student population, particularly from small and rural school districts;
- increasing the size of the teacher workforce; and
- improving the quality of the teacher workforce.

Grantees will be required to attend a TEA-led Teacher Institute on or around June 11–13, 2019, held in Austin. Required attendees include the participating teacher(s), campus principal, and campus college/career counselor. The principal and counselor will only be required to attend the first day of the training. Attendance by grant managers, IHE partners, and student ambassadors is recommended and optional for the first day as well.

TEA staff will monitor all grant goals, objectives, and activities and review all grant outcomes. Grantees will be required to submit at least a bi-annual data collection template, fulfill all other TEA data requests, and complete a TEA-developed survey.
Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles

Pathway 2 focuses on the recruitment and support of paraprofessionals, instructional aides, and long-term substitute teachers who are currently employed by the LEA and want to transition to certified, full-time teaching roles within the LEA. Grant stipends will be used to fund candidates’ completion of a bachelor’s degree and/or successful completion of a teacher certification program from a high-quality EPP. Funding for Pathway 2 is only available to applicants who apply for Pathway 1 as well.

The design for Pathway 2 should include the following components:

- A needs assessment that addresses teacher vacancies, the demographics of the student and teacher population, and other local needs such as bilingual and special education staffing shortages.

- The recruitment, selection, and support plan for diverse, high-potential candidates to participate in the program who show evidence of performance, involvement in school activities, and commitment to degree and certification persistence. This includes recruiting candidates representative of the student demographics within the LEA. The plan should include supports and potential career pathways for candidates. The plan should also include a description of an MOU in which the paraprofessional, instructional aide, and/or long-term substitute teacher commits 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.

- A plan to establish a partnership with a high-quality certification program that includes job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability. The plan should also include an MOU between the EPP and LEA, to be made available to TEA upon request after the preliminary selection of grant awardees.

Candidates selected to receive stipends must meet the following requirements:

- Candidates must not already hold a teacher certification in the state of Texas.

- Candidates must already have a minimum of 60 credit hours towards a bachelor’s degree.

- Candidates must have the capacity to graduate with a bachelor’s degree and teacher certification within the timeline of the grant.

- Candidates must currently be employed as a paraprofessional, instructional aide, or long-term substitute teacher within the eligible LEA during the 2018–2019 school year, serving in a capacity in which the majority of their time is spent assisting certified teachers in instructional activities.

The Pathway 2 Grow Your Own program timeline includes a grant start date of January 1, 2019, and a grant end date of no later than May 31, 2021. A Pathway 2 Grow Your Own program should follow the following recommended timeline for implementation.
### Implementation Activities

<table>
<thead>
<tr>
<th>School Year</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 2018–2019   | • LEAs establish partnership with a high-quality EPP for candidate certification and support.  
              • All stipend candidates are confirmed with an MOU and reported to TEA by April 15, 2019. |
| 2019–2020   | • Candidates without a bachelor’s degree continue degree coursework and graduate with bachelor’s degree (unless enrolled in a program that allows both the degree and certification to be completed in 2 years).  
              • Candidates with a bachelor’s degree enroll in and complete an educator preparation program and are issued a standard or probationary teacher certification. |
| 2020–2021   | • Candidates with a teacher certification return to LEA as full-time teacher of record  
              • Candidates that completed a bachelor’s degree in 2019–2020 enroll in and complete an educator preparation program and are issued a standard or probationary teacher certification. |

The intended long-term impacts for Pathway 2 programs include addressing the teacher shortages in small and rural school districts by leveraging the existing talent pool within the LEA and increasing the diversity of the teacher workforce to better match the LEA’s student demographics.

### Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment or Teacher Candidate Intensive Pre-service Training

Pathway 3 focuses on developing well-qualified teacher candidates through a year-long clinical teaching assignment or intensive pre-service training with a clinical component. According to 19 TAC §228.2(9), clinical teaching is defined as a supervised educator assignment through an educator preparation program at a public school accredited by TEA or other school approved by TEA for this purpose that ends with the issuance of a standard certificate; also referred to as student teaching. An intensive pre-service experience is defined as a state-approved program that is provided over at least 5 weeks, and includes supervised instruction, observation and feedback cycles, field-based experience, and professional development.

The design for Pathway 3 should include the following components:

- A needs assessment that is prepared in consultation with partner LEAs and addresses teacher vacancies, the demographics of the student and teacher population, the extent to which clinical teaching or pre-service training is cost prohibitive to candidates, and other local needs.

- The recruitment, selection, and support plan for diverse high-potential teacher candidates who show a desire and commitment to teach in the placement LEA. This includes recruiting candidates representative of the student demographics within the LEA with an emphasis on candidates from similar school settings. The plan should also include a description of an MOU in which the teacher candidate commits to return to the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

- A plan for partnership between the EPP and LEA(s). The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers. For the year-long clinical teaching model, the plan should include awarded funds used for the cost of a field
supervisor tasked to support the candidates in the year-long clinical teaching assignment. The plan should also include an MOU or signed letter of commitment between the EPP and LEA partners with which the teacher candidates will be placed.

- An outline of the frequency and quality of the supervision and support that the EPP provides to the teacher candidates. Applicants must demonstrate that the EPP has a history of success, uses a research-based instructional rubric to guide coursework and support, supervises field candidates frequently, and guarantees a ratio of field supervisor or advisor to teacher candidate at no more than 1:20. Applicants must also demonstrate that field supervisors or advisors conduct observation and feedback cycles at least six times per semester for clinical candidates or four times total for intensive pre-service candidates, at least two of which include the observation of a full lesson.

Candidates selected to receive stipends must meet the following requirements:

- Candidates must be enrolled in an EPP and must be eligible to serve in a year-long clinical teaching assignment in the 2019–2020 academic year.

  OR

- Candidates must enroll in an EPP certification program with intensive pre-service training, a clinical teaching component, and year-long support in the 2019–2020 academic year.

The Pathway 3 Grow Your Own program timeline includes a grant start date of January 1, 2019, and a grant end date of June 30, 2020. A Pathway 3 Grow Your Own program should adhere to the following recommended timeline for implementation.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Implementation Activities</th>
</tr>
</thead>
</table>
| 2018–2019   | - EPPs establish partnerships with LEAs for candidate placement during clinical teaching or intensive pre-service training.  
              - All stipend candidates are confirmed with an MOU and reported to TEA by April 15, 2019. |
| 2019–2020   | - Clinical teaching candidates start and complete their year-long (min. 28 week) assignment and are issued a standard or probationary certification.  
              - Intensive pre-service candidates start and complete pre-service trainings (min. 5 weeks), are issued a probationary certification, are hired as full-time teachers of record, and complete sustained coaching and support while teaching.  
              - Eligible applicants are encouraged to reapply for the 2019–2020 school year. |
| 2020–2021   | - Candidates return to LEA of teaching assignment as a full-time teacher of record.  
              - Candidates with a probationary teacher certification earn a standard teacher certification. |

The intended long-term impacts for Pathway 3 programs include addressing the teacher shortages in small and rural school districts and increasing the diversity of the teacher workforce to better match the LEA’s student demographics. Additional areas of impact include:

- providing authentic clinical teaching experiences in order to develop more prepared teacher candidates,

- increasing interest in rural and hard-to-staff teacher roles through exposure during a clinical teaching experience,

- developing strong teacher pipelines to rural regions and hard-to-staff areas, and

- increasing the quality of the teacher workforce.
Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division’s Administering a Grant page.

The supplement, not supplant provision does apply to this grant program.

Indirect Costs

For this state-funded grant, the grantee may claim a maximum for indirect costs equal to the lesser of their current, approved restricted indirect cost rate or 10%.

Use the Maximum Indirect Costs Worksheet, posted on the Federal Fiscal Compliance and Reporting Division’s Indirect Cost Rates page, to calculate the maximum indirect costs that can be claimed for a grant.

Application Requirements and Assurances

This section describes the two types of requirements that applicants must address in the application (such as with a narrative description, an activity timeline, or a checklist) to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Statutory Requirements

See the General and Fiscal Guidelines, Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

TEA Program Requirements

See the General and Fiscal Guidelines, Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following, based on the Pathway(s) to which they are applying:

1. Pathway 1 applicants must describe their plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. The plan must address 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. The plan should 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.

2. Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe their plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor’s degree and/or teacher certification. The plan must address the process for identifying candidates, with potential
indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, degree to which the diversity of the teacher population mirrors that of the student population, etc. This includes recruiting candidates representative of the student demographics within the LEA. The plan should include supports and potential career pathways for candidates. The plan should also include a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

3. Pathway 3 applicants must describe their plan for recruitment, selection, and support of the EPP teacher candidates. The plan must address the process for identifying candidates, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. This includes recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. The plan should also include a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions and Assurances.

All Pathways:

   a. Participants and candidates must 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.

   b. Applicant must submit quarterly reports on progress towards SMART goals and performance measures to TEA.

   c. All grant-funded participants/candidates must be identified and submitted to TEA by April 15, 2019.

   d. 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.

   - Pathway 1:

     a. 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 2019–2020, and at least both stated courses in 2020–2021, with the teachers receiving the stipend as teachers of record for both or either courses.

     b. 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 2019-2020 and two dual credit course sections in 2020–2021 within the Education and Training course sequence.

     c. 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.

     d. All LEA high schools must participate in an initial TEA-led Teacher Institute on or around June 11–13, 2019, with participants including Education and Training course
teachers, campus principals, and college/career counselors. Principals and counselors will only be required to attend on the first day. Attendance by grant managers, IHE/EPP partners, and student ambassadors is recommended and optional.

e. 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.

f. All LEA high schools must submit their plan for marketing and student recruitment to TEA each year.

• Pathway 2:
  a. LEAs must allow reasonable paid release time and schedule flexibility to candidates for class attendance and completion of course requirements.
  b. Applicant must have a signed letter of commitment or MOU from a high-quality 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.
  c. Candidates receiving funding to earn a bachelor’s degree and teacher certification must do so within 2 years and serve as a teacher of record in the LEA by the 2021–2022 school year.

• Pathway 3:
  a. Applicant must assure that the clinical teaching assignment is one academic year (28 weeks minimum) in length or that the intensive pre-service training is a minimum of 5 weeks in length.
  b. Applicant must assure that the EPP provides candidates with teacher certification, evidence-based coursework, and an opportunity to practice and be evaluated in a school setting.
  c. The EPP must provide
  i. clinical teaching residents with in-person and on-site coaching and evaluation, with at least six on-site observation and feedback cycles per semester, including at least two observations of a full lesson per semester, or
  ii. intensive pre-service candidates with in-person and on-site coaching and evaluation, with at least four on-site observation and feedback cycles, 150 professional development hours, and 30 hours of field-based experience.
  d. Applicant must conduct quarterly sharing of program performance measures between partner LEA(s) and the EPP.
  e. The EPP must provide aligned training to LEA-employed mentor teachers with whom teacher candidates are placed, for which the LEA must allow release time.

Activities and Use of Funds
See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:
Field Trips

Field trips may be funded under the grant program. Only the following types of field trips are allowable:

- CTSO (TAFE/FCCLA) event and conference participation

Field Trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Field Trips Justification form, refer to the Administering a Grant page.

General Allowable Activities and Use of Funds

1. Pathway 1:
   a. Stipends ($5,000 per participating Education and Training teacher or $10,000 per participating dual credit Education and Training teacher)
   b. Travel costs associated with state-provided professional development (up to $3,000 per LEA high school)
   c. Substitute teachers
   d. Education and Training program implementation costs ($3,000 per high school currently offering Education and Training courses in 2018–2019 or $6,000 per high school not currently offering Education and Training courses)
      i. CTSO (TAFE/FCCLA) teacher and student memberships and event/conference participation costs
      ii. Teacher and student travel costs associated with CTSO (TAFE/FCCLA) events/conferences
      iii. Consumable supplies and instructional materials and resources to support facilitation and instruction of Education and Training coursework and CTSO (TAFE/FCCLA) participation

2. Pathway 2:
   a. Tuition costs ($5,000 per candidate pursuing certification only or $10,000 per candidate pursuing a bachelor’s and certification)
   b. Candidate certification exam and test preparation costs
   c. Substitute teachers

3. Pathway 3:
   a. Stipends ($15,000 per clinical teacher candidate or $5,000 per pre-service teacher candidate)
   b. Teacher candidate certification exam and test preparation costs
   c. IHE field supervisor positions (up to $5,000)
   d. Substitute teachers

4. All Pathways: Maximum of $499,999 per applicant

General Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the Administering a Grant page for unallowable costs.

- Tuition or fees for associate degrees
• Compensation for attending professional development

**Advisory Council**

An advisory council **may not** be funded under the grant program.

**Cost of Membership in Any Civic or Community Organization**

The cost of membership in any civic or community organization **may not** be funded under the grant program.

**Hosting or Sponsoring of Conferences**

Conferences **may not** be hosted or sponsored under the grant program.

**Out-of-State Travel**

Out-of-state travel costs **are not** allowable.

**Travel Costs for Officials such as Executive Director, Superintendent, or Board Members**

The cost of travel costs for officials such as the executive director, superintendent, or board members may not be funded under the grant program.

In addition, unallowable activities and use of funds for this grant may include but are not limited to the following:

- Debt service (lease-purchase)
- Audit services for state-funded grants
- Capital outlay

**Program Evaluation**

By submitting this application, the applicant agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA. TEA will collect and analyze relevant data from PEIMS if it is available.

Specific critical success factors and milestones will be developed in a manner determined appropriate by TEA.

**Performance Measures**

The applicant agrees to collect data and report on the following mandatory performance measures:

1. **Pathway 1:**
   a. Number and demographics of teachers teaching Education and Training courses, including for dual credit, each semester
   b. Number of students enrolled on each high school campus per grade level each semester
   c. Number, demographics, and class rank of students enrolled in and completing each Education and Training course each semester
   d. Number, demographics, and class rank of students completing the entire Education and Training course sequence offered at the high school campus each grant year
e. Number and demographics of students participating in at least one CTSO (TAFE/FCCLA) activity or event each grant year
f. Percent completion of bi-annual TEA-developed survey of participant groups including participating teachers, students, campus principals, and campus counselors
g. Number and demographics of students who participated in at least one Education and Training course who plan to enroll as education majors and/or pursue careers in education each grant year
h. Number of high-quality lesson plans submitted to TEA for publication each semester
i. Number of college-ready students indicating education as a major on the ACT/SAT each grant year

2. Pathway 2:
   a. Number and demographics of paraprofessionals, instructional aides, and long-term substitute teachers receiving stipends to complete their bachelor’s degree and/or teacher certification each grant year
   b. Percent completion of bi-annual TEA-developed survey of candidate groups including participating paraprofessionals, instructional aides, long-term substitute teachers, and campus principals
   c. Number and type of bachelor’s degrees and teaching certificates awarded to candidates each grant year
   d. Number and demographics of candidates promoted to full-time teaching roles within participating LEAs each grant year

3. Pathway 3:
   a. Number and demographics of student teachers participating in a year-long clinical teaching assignment or of candidates participating in an intensive pre-service program
   b. Percent completion of bi-annual TEA-developed survey of participant groups including participating teacher candidates, campus principals, and EPP field supervisors or advisors
   c. Number and type of teaching certificates awarded to candidates
   d. Number and demographics of teacher candidates hired as full-time teachers within the LEA the following year

**Critical Success Factors**

Critical success factors are generally observable behaviors that are believed (and supported by research) to be critical to achieving the goals and outcomes of the grant program. Each critical success factor is monitored using measurable indicators, and these indicators enable TEA to determine whether grantees are proceeding appropriately to achieve the desired outcomes. For example, if a program has a goal of increased student participation in more rigorous college preparatory courses, one should measure at the beginning of the following school year that more students are actually enrolled in such classes than previously. Student participation in these rigorous college preparatory courses is a critical success factor that is measured through enrollment figures.
Milestones

Milestones are key processes or structures that need to be in place before the critical success factor is likely to occur. Using the previous example, before a school can demonstrate increased enrollment in rigorous college preparatory courses, it probably needs to offer a greater variety of these classes and hire or assign qualified teachers to teach them. A school would also want to develop a student recruitment plan. All such factors that are precursors to increased enrollment are called milestones.

Limits on Contracted Evaluators

When a grantee chooses, or is required under a grant, to hire a contracted evaluator, TEA believes that the evaluator must have the capability to remain independent and objective in carrying out the evaluation. "Independent and objective" implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is not to be involved in any manner with the provision of program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

In addition, TEA is aware that some grant writers develop and design the grant program, write the entire grant application, and then wish to evaluate the grant program. TEA also believes that this scenario poses a conflict of interest for the evaluator, in that the evaluator is evaluating the grant program that he or she designed, developed, and wrote. Again, it is not possible for the evaluator to function independently and objectively if the evaluator performed in this capacity. It is certainly acceptable for the grant writer to receive some information from a potential evaluator to include in the evaluation section of the grant application with regard to an appropriate evaluation plan or design, but communication between the grant writer and evaluator should be limited to that specific topic.

Applicants should make every effort to ensure that contracted evaluators be independent and objective.

Application Elements

This section describes the requirements and attachments that must be addressed in and included with the application.

Notice of Intent to Apply

For competitive grants, prospective applicants are requested to submit the Notice of Intent to Apply (NOI) by the date specified in the Grant Timeline. The NOI provides helpful information that allows TEA staff to plan for the management of the application and review processes. Failure to notify TEA of the intent to apply will not disqualify the applicant from applying for grant funds.

The NOI can be found at https://www.research.net/r/GYOCycle2-NOI.

Reviewer Information Form

For every application submitted for a competitive grant, the applicant should submit the names of three individuals to serve as reviewers in the competitive review process for the grant program. For LEAs submitting multiple campus grant applications, the LEA should submit a minimum of three reviewers per campus application or a total of 10 reviewers, whichever is less.
Individuals who are hired to prepare grant applications may not serve as reviewers, and their names should not be submitted. Applicants must notify the people whose names they submit that they may be asked by TEA to serve as reviewers.

Once reviewers are selected, they will receive detailed information about the review process. The competitive review for the grant program will take place during the time period given in the Grant Timeline.

The Reviewer Information Form can be found at https://www.research.net/r/GYOCycle2-RIF. All applicants should complete the form and submit it online on or before the date given in the Grant Timeline. Failure to submit reviewer names will not disqualify the applicant from applying for grant funds but may delay the competitive review process and the award of grant funds.

**Required Attachments**

See the following section of the General and Fiscal Guidelines:

- Required Program-Related Attachments

**Required Program-Related Attachments**

The applicant must submit with the application the attachments corresponding to their selected pathway(s) listed below.

1. Pathways 1 and 2 Grow Your Own Program Attachment
2. Pathway 3 Grow Your Own Program Attachment

**Scoring and Review**

This section provides information on the scoring and review of applications for competitive grants.

**Standard Review Criteria**

See the General and Fiscal Guidelines, Standard Review Criteria.

**Specific Review Criteria**

See the General and Fiscal Guidelines, Specific Review Criteria.

Quality of Responses to Program Attachments (20 points)

1. Pathways 1 and 2 Grow Your Own Program Attachment
2. Pathway 3 Grow Your Own Program Attachment

Points will be assigned on the basis that attachment responses are of sufficient quality and depth to address the objectives outlined for each Pathway in the Program Description.

An equal number of points will be assigned to each question on the relevant attachment.
Priorities for Funding

See the [General and Fiscal Guidelines](#), Priorities for Funding.

In addition to the factors considered in awarding competitive grants as outlined in the previous sections above, TEA will award grants according to the following priorities. Applications that receive 70% of the points available through the standard and specific review criteria will have priority points added, if earned and if available per the program guidelines.

<table>
<thead>
<tr>
<th>TEA Priority</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA student enrollment size per the <a href="#">2017–2018 Texas Public Schools Directory</a></td>
<td>10</td>
</tr>
<tr>
<td>Less than 500 students (10 points)</td>
<td></td>
</tr>
<tr>
<td>500-999 students (6 points)</td>
<td></td>
</tr>
<tr>
<td>1,000-4,999 students (3 points)</td>
<td></td>
</tr>
<tr>
<td>Greater than 4,999 students (0 points)</td>
<td></td>
</tr>
<tr>
<td><em>If applying as an SSA with multiple LEAs, points will be based on average of all LEAs. If applying as an EPP with multiple partner LEAs, points will be based on the average of all partner LEAs.</em></td>
<td>10</td>
</tr>
<tr>
<td>Written letter(s) of support for program activities signed by the chairperson of the local school board(s) or the governing board(s) of participating LEAs. <strong>Letters of support must be attached to the application.</strong></td>
<td>5</td>
</tr>
<tr>
<td>Letters from 90 percent or more of participating LEAs (5 points)</td>
<td></td>
</tr>
<tr>
<td>Letters from 70 percent to 89 percent of participating LEAs (3 points)</td>
<td></td>
</tr>
<tr>
<td>Letters from 50 percent to 69 percent of participating LEAs (1 point)</td>
<td></td>
</tr>
<tr>
<td>Letters from fewer than 50 percent of participating LEAs (0 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Total maximum number of priority points</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
Copyright © Notice. The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

1. Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts’ and schools’ educational use without obtaining permission from TEA.

2. Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.

3. Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.

4. No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are not Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located outside the state of Texas MUST obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact: Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; email: copyrights@tea.state.tx.us.