



2020-2022 GROW YOUR OWN GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 15, 2019

NOGA ID [redacted]

Authorizing legislation **General Appropriations Act, Rider 41, 86th 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
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Application stamp in date and time
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Grant period from **February 1, 2020 to June 30, 2022**

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): [redacted]

Applicant Information

Organization **Mission Consolidated ISD** CDN **108-908** Vendor ID [redacted] ESC **1** DUNS **010531739**
Address **1201 Bryce Dr.** City **Mission** ZIP **78572** Phone **956-323-5500**
Primary Contact **Dr. Sharon Roberts** Email **SARobe24@mcisd.org** Phone **956-323-5415**
Secondary Contact **Mr. Sergio Pena** Email **spena52@mcisd.org** Phone **956-323-5508**

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 **Dr. Carol G. Perez** Title **Superintendent**

Email **cgpere95@mcisd.org** Phone **956-323-5505**

Signature *Carol G. Perez* Date **11/12/19**

Grant Writer Name **Dolores G. Reyna** Signature *Dolores G. Reyna* Date **11/13/19**

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

2020-0806661

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 2019 Workforce Solutions Target Occupations, Elementary School Teachers were ranked 7th. Recruitment in Education & Training program of study needs to increase by at least 10% annually.	The Workforce Career Education Outreach Specialist(Grant) will recruit 8th grade students for the Education & Training (E&T) high school dual credit pathway beginning their freshman year to pursue a career as an educator.
Increase the diversity of teaching staff, so that the teacher demographics better match the student's demographics.	Encourage more male and minority high school students to become involved in the Education & Training pathway by offering required dual credit courses.
Increase the number of qualified applicants per vacancy. 2018-2019 (43) Elementary Teacher resignations; 2019-2020 (28) Elementary Teacher resignations.	The Grow Your Own Grant-Passage 1 will create a vested community interest for local applicants to pursue a career in education. It will provide students in the program opportunities to tutor, substitute, continue their education to ultimately be granted an interview for possible employment.

SMART Goal

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

Pathway 1-Beginning 2020- 2021 school year, Mission CISD will have strengthened a partnership with IHE to deliver dual-credit courses to promote the teaching profession instructed by a Master Degreed teacher. All comprehensive high schools in the LEA with a minimum of 15 students will offer an Education & Training pathway each year. Each high school will organize a chapter of the Texas Association of Future Educators (TAFE) with a 25% increase in participation each year. Mission CISD will continuously increase recruitment by 25% in the E&T courses using presentations and promotional materials held throughout each semester. Each TAFE education chapter will advance to a State level competition in at least three competitive events by the end of this grant to promote active membership participation.

Measurable Progress

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

First-Quarter Benchmark

- Pathway 1
1. CTE Administrators, CTE teachers, and IHE Master Degreed teachers will select interested students.
 2. A minimum of 15 students will be enrolled in Education and Training courses at MHS/VMHS.
 3. Teachers will track dual-credit student enrollment/grades (minimum of 15 students) in the following courses: Principles of E&T, Human Growth & Development, Instructional Practices, Practicum in E&T, and Extended Practicum in E&T.
 4. Ensure students enrolled in the E&T pathway are recruited to join TAFE and prepare for at least one competitive event.

Measurable Progress (Cont.)**Second-Quarter Benchmark****Pathway 1**

1. Track the number of students continuing in dual E&T program, number of dual hours earned, and GPA.
2. Evaluate the one year success of Education and Training courses, including student and teacher feedback on the effectiveness of the dual credit courses offered.
2. Mission CISD CTE teachers, IHE Master Degreed teacher will review lessons learned from year one, specifically on student recruitment for Education and Training courses and adjust accordingly.
3. Monitor continuous progress of graduating seniors who participated in the Education and Training dual-credit courses are enrolled in teacher related programs.

Third-Quarter Benchmark**Pathway 1**

1. Mission CISD CTE teachers, IHE Master Degreed teacher will continue to measure progress and administer program.
2. Dual-credit for Education and Training courses will continue to meet collaboratively with co-teachers.
3. Dual-credit for Education and Training courses programs will be completed and ready for offering in 2020 academic year.
4. At least 30 high school students MHS/VMHS will be enrolled in Education and Training dual-credit courses for the 2020-2021 school year.
5. All high schools will have an active TAFE chapter and will have competed in at least two competitions at the regional level or higher, with a minimum of 1 advancing to State.

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.

Mission CISD and IHE representatives will work collaboratively to ensure the Education and Training program expectations are on track according to course outline. They will meet on a biweekly/monthly basis to ensure they remain on track to implement the Grow Your Own grant program.

We plan to regularly monitor and collect data throughout the implementation of the program. Students taking part in the Educational and Training courses will have their academic data submitted to the Mission CISD and IHE representatives. The data gathered will be used to implement any resources that we may deem necessary for program and student success. Progress Reports and Report Cards will be reviewed by the teachers and students to help in determining the following:

1. What obstacles are putting the program at-risk?
2. What solutions can be implemented to address the obstacles?
3. Which benchmarks are at risk of not being met?

If it is determined that the benchmarks that are listed cannot be met, the CTE Director and Administrator, IHE Master Degreed teacher, IHE Dean for Dual-Credit Programs & School District will discuss modifications that need to be made to the program. For example:

*Not enough students are enrolling in the Education and Training dual-credit courses.

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

*Too many students are enrolling in the Education and Training dual-credit courses. The district will plan accordingly.

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 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
- The LEA will commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
- Participants and candidates will commit with an MOU to remain in the LEA or partner 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 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, and shall provide to TEA, as per deadlines listed on page 26 of the Program Guidelines, quarterly reports on progress towards SMART goals and performance measures as well as candidate information and survey responses to TEA.
- All grant-funded participants and candidates will be identified and submitted to TEA by May 15, 2020.
- 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. A budget amendment must be filed within 7 days if requested by TEA.
- Applicants agree to amend the number of candidates as requested by TEA on the basis of necessity and data.

PATHWAY 1- The applicant assures the following:

- Each high school will implement the courses described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, with the teachers receiving the stipend as teachers of record for both or either courses.
- Participants receiving the \$10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2021-2022 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 2020-2022 Grow Your Own Grant Program, Cycle 3 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.
- The LEA will not collect tuition or fees from students as per the program guidelines.

PATHWAY 2- The applicant assures the following:

- The LEA will allow reasonable paid release time and schedule flexibility to candidates for class attendance and course completion.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2022-2023 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 no later than May 15, 2020.
- All Pathway 2 (a) certification-only candidates will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
- All Pathway 2 (b) 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 2022-2023 school year.

PATHWAY 3- The applicant assures the following:

- The EPP will provide Pathway 3(a) candidates with a residency of one academic year, in-person and on-site coaching and evaluation, at least six on-site observation and feedback cycles per semester and at least two observations of a full lesson per semester.
- 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 Pathway 3(b) candidates with training that is at least 4 weeks long, in-person and on-site coaching and evaluation, at least four face-to-face observation and feedback cycles, 12 instructional days with 1 hour of instruction per day, 150 professional development hours, and 30 hours of field-based experience.
- 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, for which the LEA will allow release time.
- Candidates will complete the clinical year or pre-service training within the named partner LEA(s), which will in turn agree to hire candidates upon satisfactory program completion.

Statutory/Program Requirements

PROGRAM REQUIREMENT 1: Describe the sustainability plan for the Grow Your Own Program beyond the timeline of grant funding. This plan should address how a high-quality program will be maintained, including clear action steps beginning in the first year of grant funding and a demonstrated ability to leverage and coordinate resources that increase your capacity to strengthen the local educator pipeline and make progress on sustainability. This may include the use of other local, state and/or federal resources. Consider also how the Grow Your Own Program may be integrated into, be supported by, and provide support for existing LEA or EPP initiatives and/or priorities.

The sustainability plan for the Grow Your Own Program beyond the grant timeline will be maintained by the district. A combination of CTE Funds, local and other monies will be implemented to ensure a high-quality program. The Dual Credit Course Agreement (DCCA) for each of the dual credit class that is scheduled with South Texas College (STC) faculty as an instructor will be signed by the district and STC representative so that the STC Business office will invoice the school district (CTE Funds) for payment.

PROGRAM REQUIREMENT 2: Describe the plan to recruit participants/candidates who are interested and eligible in participating in the program and receiving stipends. The plan must incorporate research-based best practices in equitable recruitment and address the process for identifying individuals with potential indicators including a demonstrated track record of success and/or achievement, involvement in student organizations and/or school activities, a desire and commitment to teach long term in the LEA and/or region, strong evaluation ratings (if applicable) and strong relationships with students. The plan must also include strategies to recruit diverse individuals representative of the LEA student population.

The school district currently has two CTE teachers teaching the Education and Training Non-Dual Courses. Each teacher established a pre-employment file, and completed an online application. If the qualifications meet the districts' needs, HR will contact the applicant for further information. CTE teachers were interviewed by a campus based committee and their names were forwarded to HR to complete recommendation process and employment forms. Each of these CTE teachers have proven to be hardworking individuals that put kids needs first. Although these teachers are at two different high schools, they work collaboratively to strengthen the Education pathway for students.

District recruitment efforts will include: classroom presentations for students, 8th grade orientation sessions, parent presentations, four-year planning with counselors, career inventories, career fairs, and career-counseling.

Campus staff will market the new program dual-credit opportunity to current high school students to get them engaged as quickly as possible. Teachers will be asked to identify prospective high-capacity students, who will be invited to register for the Education and Training program. The high school schedule will be set up to provide Principles of Education and Training for incoming freshman. Students in grades 11th and 12th already on this pathway, will be provided the opportunity to enroll in Instructional Practices. Teachers will be highly encouraged to stay with the district for the duration of the grant and successful teacher evaluations.

Statutory/Program Requirements**PROGRAM REQUIREMENT 2 CONTINUED:**

In addition, interested teachers will be asked to take advantage of Mission CISD's Secondary Teacher College Tuition Reimbursement Program for Teaching Dual Enrollment/Credit Courses. To be eligible for the reimbursement program, each applicant must meet the following criteria: 1) Submit a pre-approved degree plan or deficiency plan to the Campus Principal for approval by the Campus Principal, Executive Director of Secondary, and Assistant Superintendent of Curriculum and Instruction; 2) Commit to remaining employed at a Mission high school for three years after receiving the certification requirements or masters degree; 3) Commit to teaching an approved content dual enrollment/credit course which requires a masters degree and is approved by the partnering college; and 4) have courses pre-approved each semester for reimbursement at the end of the semester. In addition, applicant understands only tuition for two courses per semester will be reimbursed and only grades of "A" or "B" will be reimbursed. Reimbursements are made for tuition for approved content area courses upon the submission of my grade report and receipt for tuition within three weeks of semester's end. Teachers earning a masters degree teaching dual courses earn \$350 per section/course each semester.

PROGRAM REQUIREMENT 3: Describe how the LEA will equitably select quality, diverse candidates from the pool of eligible candidates who will participate in the program and receive stipends. Include the use of any interview questions, assessment of persistence, recommendations, rubrics, consideration of hard-to-staff areas, or other tools using research-based, equitable best practices.

In order to grow the number of students selecting this career pathway, Mission CISD will begin exposure to the E&T Career Pathway earlier than high school, with presentations made by high school students (and teachers) currently in the program to 7th and 8th grade students. After informational materials have been presented, 8th grade students interested in E&T will create a 4-year high school plan. All students who select this pathway will be signed up by the high school counselor for the first course in the sequence.

MHS/VMHS will promote a TAFE chapter that will meet monthly, participate in literacy nights at the elementary schools throughout the district (1-fall and 1-spring), and participate in community sponsored activities. All TAFE students will prepare and participate in TAFE competition presentations at the local and regional level. Competition topics will be covered during the E&T classes throughout the school year. Additional practice will be held after school as competition draws near.

MHS/VMHS Education and Training students have been granted a unique opportunity by the Barbara Bush Literacy Foundation, "Teen Trendsetters", this grant opportunity provides students to mentor struggling readers in grades K-2, to gain hands-on experiences in this program, to go into elementary schools to work with teachers as student teachers, prepare lesson plans, deliver an actual lesson, and gain experience throughout the school year. It is this student mentoring experience that we believe will have the greatest impact in building excitement and motivating students to implement hands-on, engaged practical real-world experience that builds connections from students to students. Additional teacher stipends are made available by the Barbara Bush Literacy Foundation for inputting student data along with tracking lessons to meet goals and student progress.

Statutory/Program Requirements

PROGRAM REQUIREMENT 4: Describe how the LEA will support participants and candidates that receive stipends in fulfilling responsibilities, persisting in the program, and excelling in their role. Name specific supports for potential career pathways, resource supports, and personnel supports.

-By 2019-2020, Mission CISD will formalize a letter of commitment to offer Instructional Practices and/or Practicum in Education and Training (E&T) for dual-credit beginning in the 2020-2021 school year. This will explicitly provide students with the specific academic preparation as they transition into the workforce or continue their postsecondary education. All teachers receiving stipends are confirmed with an MOU and will be reported to TEA by May 15, 2020. The current non-dual credit CTE teacher will assist as co-teachers when the Master Degreed teacher is instructing the dual-credit class. This type of support provides the non-dual credit CTE teachers the ability to enhance the non-dual coursework. Dual Credit Faculty will submit all required reporting documents such as roster, learning outcome results syllabi/section outlines, and grades by the deadlines set by the college. MHS/VMHS will distribute the TEA survey to all teachers and students enrolled in existing E&T courses between May 1 and June 1, 2020. All stipend recipients, high school principals, and college/career counselors will attend the TEA-led Institute in June 2020. Each student in dual-credit will meet TSI requirements.

-By 2020-2021, MHS/VMHS will offer one or more of the following courses: Principles of E&T, Instructional Practices, and/or Practicum in E&T. Dual credit teachers will teach at least one E&T course section for dual-credit. MHS/VMHS within the LEA will establish a TAFE chapter and participate in at least one competitive event per academic school year and will continue as long as we offer E&T courses. MHS/VMHS will distribute TEA survey to all teachers and students enrolled in E&T courses between September 1 and October 1, 2020. Progress monitoring information will be reported to TEA in January and June 2021. Each student in dual-credit will meet TSI requirements.

-By 2021-2022, MHS/VMHS will offer two or more of the following courses: Principles of E&T, Instructional Practices, and/or Practicum in E&T, Instructional Practices, and/or Practicum in E&T. Dual-credit teachers teach at least two E&T course section for dual-credit. MHS/VMHS will distribute TEA survey to all teachers and students enrolled in E&T courses between September 1 and October 1 and between May 1 and June 1, 2022. Progress monitoring information will be reported to TEA in January and June 2022. Each student in dual-credit will meet TSI requirements.

PROGRAM REQUIREMENT 5: Describe the MOU in which (1) participants/candidates commit to remain in the LEA for an agree upon length of time as a condition of receiving the stipend and (2) the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

Pathway 1

Once Mission CISD receives the notice that the grant has been awarded, the CTE Director will notify the CTE Administrator to commence recruitment to students of the availability of the Education and Training (E&T) courses. To ensure that all students are aware of the program, Workforce Specialists will begin their campaign throughout the middle schools. This notification will inform 8th-12th grade students beginning in the Fall of 2020 school year. Notices will be sent home to parents/guardians in English and Spanish that will notify them of the available courses. MHS/VMHS will continue to offer the regular non-dual CTE courses and taught by our existing staff. A Master Degreed teacher from South Texas College will begin offering dual-credit courses in Principles of E&T, Human Growth and Development, Instructional Practices, Practicum in E&T, and Extended Practicum in E&T, to any eligible student. Only students that have a minimum of a B average in all their studies and that are college ready will be targeted to participate in the dual-credit courses. In addition, students will be required to meet the IHE's placement criteria to enroll in these courses. Students will need to understand that College-Level Course Work is rigorous and can often require additional time outside of class for students to meet course learning objectives. During their course of study, continued student support will be extended to help them fulfill that sense of commitment and passion as future teachers.

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 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="2"/>	X \$5,500 =	<input type="text" value="11,000"/>
Number of Pathway 1(b) teachers with M Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="2"/>	X \$11,000 =	<input type="text" value="22,000"/>
Number of high schools <u>with</u> existing Education and Training courses in 2019-2020	<input type="text" value="2"/>	X \$8,000 =	<input type="text" value="16,000"/>
Number of high schools <u>without</u> existing Education and Training courses in 2019-2020	<input type="text" value="0"/>	X \$10,000 =	<input type="text" value="0"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2020-2022	<input type="text" value="2"/>	X \$10,000 =	<input type="text" value="20,000"/>
Total Request for Pathway 1			<input type="text" value="69,000"/>

PATHWAY TWO

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

Number of Pathway 2(a) candidates pursuing a teacher certification only	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text"/>	X \$13,000 =	<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 Pathway 3(a) candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of Pathway 3(b) 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
STC/Dual Credit Course Agreement	51,091
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
SUPPLIES AND MATERIALS (6300)	
TAFE-Conference Competition Supplies/Materials	1,000
TAFE-Consumable Supplies	1,000
OTHER OPERATING COSTS (6400)	
Travel costs to TEA-led Institute in June 2020-(6) participants	7,000
Travel for students & teachers to attend the Annual TAFE Conference	6,000
TAFE Membership Fees	160

Total Direct Costs 66,251

Indirect Costs 2,749

TOTAL AMOUNT REQUESTED 69,000

Total Direct Costs plus Indirect Costs

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