



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

NOGA ID

Application stamp-in date and time

TEA will only accept application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: G.A.A., Article III, Rider 41, 86th Texas Legislature

Grant period: From 02/01/2021 to 06/30/2023 **Pre-award costs:** ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of the required attachments.

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature  Date

Grant Writer Name Signature  Date

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

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

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter in a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Turnover rate on the 2019 TAPR report is 31.5%. this is 15% higher than the state sverage of 16.5%.	The district will have six dedicated paraprofessionals, instructional aides, and/or kong term substitutes obtain theirh bachelor's degree or teacher certification. These individuals will be asked to sign a MOU which will commit them to employment at the district for three years.
Texas Career Check ranks elementary teachers among the top 5, middle school teachers among the top 15, and high school teachers among the top 10 of the highest projected number of jobs.	Addressing district vacancies, SISD will create and offer dual enrollment for Education and Training. Students will be advised of the benefits of pursuing an educational career including average pay rate, employment availability... Additionally, the district will establish and grow a CTSO.
SISD lacks an Education & Training dual credit pathway to build a pipeline of educators from our population that mirrors our student demographics.	SISD will establish an Educational dual credit pathway and TAFE/FCCLA chapter(s) to prepare students to earn an educational aide certification and/or an Associate of Arts in teaching from Lone Star College or SFA State University. The goal is for students to return and teach in any vacancy but focused on the hard to fill areas.

5. SMART Goal

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

Pathway 1: By May 2022, Shepherd ISD high school will offer dual credit pathway for Education and Training and participate in at least one competitive Career and Technical Student Organization event.

Pathway 2: By June 2023, 100% of the district candidates in Pathway 2a will complete their bachelor's degree and those on Pathway 2b will complete their certification.

6. Measurable Progress

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

First-Quarter Benchmark

Pathway 1 - Active student recruitment through informative sessions, programs, fliers, course selection process, and campus events to enroll in the Education Training course sequence. Pareicipate in spring FCCLA or TAFE events.

Pathway 2 - Actively recruit and select six candidates based on established criteria. Candidates attend an initial cohort meeting where candidates are required to show proof of being officially accepted, actively registered, graduation, or program completion plan, and sign program MOU indicating to remain in SISD to teach for a minimum of 3 years.

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

Pathway 1 - Continue to actively recruit students for the Education and Training Pathway. Ensure that TAFE and/or FCCLA members have the opportunity to compete in contests and leadership events. Dual credit courses will begin. High performing mentors will be selected to mentor students. Dlicated time for mentors and teachers to meet and conduct planning/observations will be established.

Pathway 2 - Candidates review and submit proof of completed coursework and progress towards degree or certification. Candidates register for certification exams. Schedule cohort dates.

Third-Quarter Benchmark

Pathway 1 - Recruitment strategies continue. Students will compete in at least one TAFE or FCCLA activity and event. High school students currently enrolled in the Education and Training courses will continue the sequence.

Pathway 2 - Teacher candidates will continue the program to complete their degrees and certifications with articulated support from the district, IHE/EPP, mentor teachers, and administration. Teacher candidates will be preparing for certification exams.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Pathway 1 - Methods of evaluation include participation and enrollment in the education pathway. Student success data will be reviewed in order to determine academic needs of student to ensure that they are college ready and able to complete their dual credit academic and CTE courses. Both quantitative (e.g. attendance at events, enrollment numbers, participation levels, etc.) and qualitative data (e.g. surveys, comments, focus group feedback from students, etc.) will be generated to create a comprehensive evaluation. Upon reviewing this data the CTE/Dual Credit advisory committee will work to identify students who have expressed an interest in the Education and Training pathway and meet with students individually.

Pathway 2 - If there are not 6 qualified candidates, SISD will repeat the recruitment process to gain the rest. Each semester teacher candidates will present their IHE or EPP degree plan to ensre they remain on track for targeted completion. If grant participants do not show progress with their degree plans or certification exams, adjustments to the grant program will be discussed with the candidates, the IHE or EPP to determine a plan of action. Candidates not progressing in their program will meet with the IHE or EPP advisor and district officials as needed for additional assistance. If needed, additional observation hours will be allowed during summer school. Additional preparation materials and reviews will be provided to assist in passing certification exams.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

ALL PATHWAYS:

1. Participants and candidates must commit with a MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
2. LEAs must commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
3. The applicant must submit quarterly reports on progress towards SMART goals and performance measures to TEA.
4. All grant-funded participants/candidates must be identified and submitted to TEA by May 14, 2021.
5. The applicant must file budget amendments within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.
6. The applicant must file budget amendments within 7 days of a request from TEA.
7. Applicants pre-selected for an award agree to amend number of candidates as requested by TEA on the basis of necessity and historical data as determined by TEA.

PATHWAY 1:

1. The applicant must assure that each high school campus within the participating LEA will implement at least the Instructional Practices and/or Practicum courses in the Education and Training course sequence in 2021-2022, and at least both stated courses in 2022-2023, with the teachers receiving the stipend as teachers of record for both or either courses.
2. Any participant receiving the \$10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2022-2023 within the Education and Training course sequence.
3. All LEA high schools must establish and/or grow a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event per year each grant year.
4. All LEA high schools must participate in an initial TEA-led Teacher Institute on or around June 28-30, 2021, with participants including Education and Training course teachers, campus principals, and college/career counselors. Principals and counselors will only be required to attend the first day. Attendance by grant managers, IHE/EPP partners, and student ambassadors is recommended and optional.

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

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

PATHWAY 2:

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

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Program Requirements

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

Pathway 1 - SISD currently has an Education and Training program providing Principles of Education and Training and Instructional Practices. Course progression will continue as SISD will pursue the opportunity for students to earn college credit through dual credit opportunities. The CTE and IHE advisory board will provide ongoing implementation, improvement, and evaluations of the program. The advisory board and district stakeholders will continue to allow our students to experience work-based learning. Counselors will continue to be involved in the recruitment and identification of students who may be candidates for the Education Training course sequence and have a high interest or potential for completions of the course sequence and pursue education as a career. Furthermore, counselors, teachers, and team members will work together to assist in the development of information sessions for students and parents. SISD will pursue scholarship opportunities for qualified students who will continue their post secondary studies in education. SISD will guarantee interviews for qualified returning students.

Pathway 2 - SISD will continue to work with Colleges and Universities to help paraprofessionals complete their student teaching requirements while being employed with the district. The district will provide flexible scheduling as needed to accommodate candidates' completion of certification. SISD will bring the IHE and the EPP to the district to provide support for long-term substitutes wanting to complete their certification. The district will provide a New Teacher Induction program, an assigned campus mentor, content area support, and district level training and support to ensure the success of the new "home grown" teacher.

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Program Requirements (Cont.)

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

Pathway 1 - The SISD Educational and Training pathway began in 2012-2013 with the purpose of growing our own paraprofessionals. The district plans to extend this sequence to include dual credit with the optimal goal of students achieving an Associates of Arts in Teaching. The funds from this grant will serve to further expand the current program by incentivizing teachers with strong student centered classrooms to remain in the leadership and teacher/facilitator roles. The current teacher works closely with the CTE Director, counselors, and administration to enhance the Education and Training program. The CTE Director, CTE team, counselors, and administrators work together to provide support during regularly scheduled PLC time.

SISD has an agreement with Lone Star College and Stephen F. Austin State University for dual credit options. Therefore, the district will rely upon one of these institutions to teach the dual credit courses to ensure that the curriculum meets the rigor of the college courses while retaining the high school courses for the students who do not qualify for dual credit.

New hires with the ability to teach dual credit courses, mirror the student population, and has a proven record of increased student achievement will be given priority in the hiring process in order to continue offering and to expand student opportunities.

Pathway 2 - All district and campus administrators will be informed of the vision, mission, and goals for this grant program and inviting them to identify potential candidates who meet the criteria. An information session outlining the program opportunity and requirements will be held and all interested candidates will be invited to attend.

Explanation of recruitment criteria includes , but not limited to:

1. Identify current eligible candidates using district data
2. Identify long term substitutes with bachelor's degrees
3. Obtain a list from the University of current aides in the program
4. Notify candidates of their acceptance into the Grow Your Own Grant program

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Program Requirements (Cont.)

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

Pathway 1 - All students are eligible to apply for the Principles of Education and Training and for Instructional Practices.

Pathway 2 - Interested candidates must complete an application and supply a letter of recommendation from the teacher they support or the campus principal/assistant principal. The candidate must provide a written statement stating why they would like to become a teacher. The statement must demonstrate a passion for teaching, a desire to help all students, and experience that has helped them prepare for the position.

Potential candidates will also be evaluated on the following:

1. Ability to graduate within the timeline of the grant
2. Currently employed as a paraprofessional or instructional aide during the 2020-2021 school year; working in an instructional capacity
3. Demonstrated track record of supporting student achievement
4. Interest in pursuing a teaching degree in a hard to staff area such as bilingual education, math, science, and special education.

A selection committee of district and campus administrators will identify the top 6 qualified candidates based on this criteria. Selected candidates will sign the MOU to commit to remain in Shepherd ISD for at least three years after the program completion as a condition of receiving the stipend.

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.

Pathway 1 - The teacher will participate in professional development specific to the position and in the grant required training session. Some of the training may include specialized CTE conferences, the TAFE Teacher Leader's opportunities, and other conferences specific to the Education Training program. The counselors and CTE Director will work closely with the teacher(s) in the program to share responsibility for recruitment and identification of students for the program.

Pathway 2 - Shepherd ISD will provide a network of support to teacher candidates through ongoing mentorship, coaching, and collaboration sessions. Teacher candidates will be invited to participate in professional development and training specific to their position in addition to other relevant training and training requirements. Flexible scheduling and opportunities for job-embedded application of course work will also be provided. PLC time will be provided to support groups by content areas.

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Program Requirements (Cont'd)

5. Describe the MOU in which the participants/candidates commit to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend and the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

Pathway 1 - The MOU will include actively recruiting and distributing information regarding the Education Training program, active leadership and participation in TAFE and/or FCCLA including at least one competitive event annually, and agree to participate in the required TEA led institute. Shepherd ISD will commit to providing ongoing professional development and support for the program.

Pathway 2 - The MOU will include the purpose of the Grow Your Own grant as stated by TEA, identified areas of high need, a timeline in which targets should be accomplished, and the terms of employment reflecting the three year commitment to a full time teaching role in Shepherd ISD. The MOU will require the candidate to stay up to date with their specific program requirements in order to complete course work and/or pass certification exams within the grant term. Shepherd ISD will commit to providing ongoing professional development, a network of support, flexibility in schedules, and job embedded application of course work.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, or Pathways 1 and 2 concurrently. Refer to the 2021-2023 Grow Your Own Grant Program, Cycle 4 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="1"/>	x \$5,500=	<input type="text" value="5,500"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="0"/>	x \$11,000=	<input type="text"/>
Number of high schools <u>with</u> existing Education and Training courses in 2020-2021	<input type="text" value="1"/>	x \$8,000=	<input type="text" value="8,000"/>
Number of high schools <u>without</u> existing Education and Training courses in 2020-2021	<input type="text" value="0"/>	x \$10,000=	<input type="text"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2021-2023	<input type="text" value="0"/>	x \$10,000=	<input type="text"/>
Total Request for Pathway 1			<input type="text" value="13,500"/>

PATHWAY TWO

Check this box if you are applying for Pathways 1 and 2

Number of Pathway 2(a) candidates pursuing a teacher certification only	<input type="text" value="4"/>	x \$8,000=	<input type="text" value="32,000"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="2"/>	x \$19,000=	<input type="text" value="38,000"/>
Total Request for Pathways 1 and 2			<input type="text" value="83,500"/>

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Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Stipends for non-dual enrollment Education and Training courses teacher of record	5,000
2.	Substitutes	500
3.		
4.		
5.		

Professional and Contracted Services

6.	IHE Tuition and fees/EPP Fees - Pathway 2 expenses	68,500
7.	CTSO teacher and student memberships and event/conference participation cost	1,500
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and instructional materials to grow the Educational and Training program	2,000
12.	Test Prep materials for certification exams	1,000
13.		
14.		

Other Operating Costs

15.	Teacher and student travel cost associated with CTSSO conferences/events	1,000
16.	Travel cost to travel to the June TEA led teacher institute	3,000
17.	Exam fees	1,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended Negotiated Change or Amendment

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