



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:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

- Grant application, guidelines, and instructions
- 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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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
According to the 2020 Central Texas Region of the Career Check, Elementary Teachers are among the top 2, Secondary among the top 5 and Middle School among the top 8 high-demand occupations.	To address teacher vacancies, MISD will offer students Education and Training courses. Students will be advised of the benefits of pursuing education as a career, the average pay rate, employment availability, and will establish a TAFE program.
The teacher turnover rate for MISD is 20% annually which is significantly higher than the state average of 16.6% (TEA, 2019).	MISD will have 1 paraprofessional obtain a Bachelor's Degree and/or Teacher Certification and 1 longterm substitute obtain their teacher certification. The individuals will be required to sign a (MOU) that will commit them to employment for MISD for 3 years after receiving certification.
100% of parents in MISD agree there is a need to create, implement, and grow an Education and Training Program for students in order to show the value and significance of pursuing a career in education.	To grow our Education and Training Program, MISD will 1) partner with McLennan Community College; 2) recruit, select, support highly qualified teachers; 3) recruit/support students; 4) evaluate and modify the program to ensure continuous improvement; 5) plan for sustainability after the GYO grant ends.

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 Goal: MISD will offer a course in Principles of Education and Training , Instructional Practices, and/or Practicum in Education and Training by May 2022.

Pathway 2: Goal: The candidate(s) will have successfully completed a Bachelor's Degree and passed the certification exam required to become a highly qualified teacher by May 2023.

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

1) The candidate(s) will begin the process to receive a Bachelor's Degree and teacher certification; 2) An IHE partnership with McLennan Community College will be formalized to offer dual-credit Education and Training courses for the 2021-22 school year; 3) The Education and Training courses will be promoted to students to increase awareness of the teacher profession and benefits of the profession; 4) MISD will offer the Education and Training courses as part of the master student schedule 5) Candidate(s) receiving a stipend will sign an MOU and report to TEA by May 14, 2021; 6) A minimum of 20 students will be enrolled in Education and Training courses in the Fall of 2021.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Second Quarter Benchmarks: 1) Candidates will be enrolled in an IHE and nearing completion of a Bachelor's Degree and teaching certification; 2) 20 students will have completed at least one semester of an approved Education and Training Course; 3) Highly-quality Education and Training lesson plans will be developed and submitted to TEA for publication each semester; 4) Progress monitoring information is reported to TEA in January and June 2022. 5) The TAFE chapter will be established and at least 15 students will be members of the chapter; 6) At least 5 students will compete in annual academic events either in-person or remotely.

Third-Quarter Benchmark

Third Quarter Benchmarks: 1) Both candidates will have received their Bachelor's Degree and teaching certificate and will be serving as a teacher of record for MISD; 2) Distribute TEA survey to all teachers and students enrolled in existing Education and Training courses between May 1 and June 1, 2021; 3) 10 students will have passed their Education Training Course; 4) 2 additional students will become participating members of TAFE.

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.

Under the direction of the Superintendent, A Grow Your Own (GYO) Grant Committee composed of administrators and MISD educators will be formed for each GYO Pathway to collect and analyze data on a regular basis and provide feedback for continuous improvement. In addition, the GYO Committee will develop a blueprint for outlining quarterly SMART goals. Each blueprint will include all TEA mandatory performance measures to generate reliable data for the effectiveness of the GYO pathways. Academic data for students enrolled in the Education and Training courses will have their data submitted to the High School Principal as the data is available. Sign-in sheets will be collected from the district's TAFE chapter to ensure correct numbers for attendance are collected. Teacher candidate (s) obtaining a Bachelor's degree and teaching certificate will submit printouts of their course grades from the IHE's Gradebook. The GYO Committee will be presented progress reports to assist the committee in answering the following questions: 1) is the campus on target to meet their identified benchmarks; 2) which benchmarks are at risk of not being met; 3) what obstacles have been identified that are barriers to the program's progress; 4) what solutions can be implemented that will address the barriers to progress. If the benchmarks or summative SMART goals do not show progress, the GYO Committee will identify the barriers that are impeding progress and develop modifications needed to be put in place. These modifications will be discussed with all stakeholders to ensure agreement. If an amendment to the grant is necessary, it will be submitted to TEA to receive authorization to modify the program.

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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.
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-Warning 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.
2. The applicant must have a signed letter of commitment or MOU from an Accredited, Accredited-Not Rated, or Accredited-Warning 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.

MISD, stakeholders, and the Board of Trustees are committed to and confident of sustaining the Grow Your Own Program once the grant period has passed. The Board has reviewed all aspects of the program and extensive time and discussion have been given to sustaining this much-needed program for this rural district. The GYO Committee has studied the research done by Valenzuela (2018) and had discussions with districts that have had success with sustainability after receiving the GYO grant. The GYO Committee agrees that sustainability should be a focus and has identified factors that will be critical to sustainability:

- 1) Leveraging funding from the local district budget, State Comp funds, and CTE and Carl Perkins grant funds (local, state, and federal);
- 2) The GYO Program generates student enrollment needed to financially support Pathway 1;
- 3) Celebrate the successes of the program and publicize these successes via area, regional, and state venues so that stakeholders understand the importance of the GYO program for rural school districts;
- 4) Investing in a variety of professional development options for teachers and support the implementation of content knowledge and skills, thus retaining and paying dividends in student achievement after the grant ends;
- 5) Providing the Board of Trustees with up-to-date formative and summative status reports to keep them informed and to guarantee their buy-in as documented in the written letter of support (5 points);
- 6) Receiving constant feedback from GYO participants through surveys and focus group interviews to monitor their progress;
- 7) Continue to develop a strong relationship with the IHE;
- 8) Approach the Education Foundation to provide one or multiple scholarships to applications meeting the criteria;
- 9) Students in the Education and Training program can participate in field-site learning opportunities as student interns serving as teaching assistants in elementary grade levels;
- 10) MISD will provide candidates with teacher mentors to support and guide new teachers. Common planning times will be arranged so mentors and teachers have the opportunity to work together in lesson planning.

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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.

The GYO Committee has discussed the most effective plan to recruit participants/candidate(s) to participate in the GYO Program and receive a stipend. Mart is a small, rural community with a population of 1,994. Research underscores the value of recruiting people from communities that could successfully transition as teachers to the very communities from which they come (Fenwick, 2001; Gist, Bianco, & Lynn, in press; Skinner, Garreton, & Schultz, 2011; Valenzuela, 2018).

The GYO Committee has implemented the following to recruit candidates:

1. Distribute a survey to paraprofessionals, instructional aides, and long-term substitute teachers asking for their input and interest in the GYO Program.
2. Once surveys are returned and analyzed, a meeting at each campus will be held to present the details of the GYO program for paraprofessionals, instructional aides, and long-term substitute teachers. Members of the GYO Committee will oversee the meetings. The meeting will explain the details for how these personnel can transition to full-time, certified teachers, and the financial support for these personnel.
3. The GYO Committee will ask the principal of each campus to nominate paraprofessionals and instructional aides for possible selection

The GYO Committee is committed to expanding the diversity among MISD teachers that mirrors that of the student population: 23.3% African American, 20.7% Hispanic and 45.7% White. MISD employs 43 teachers and the district's teacher demographics do not match the student demographics. It is clear there is a need to recruit minority teachers. Since a higher percentage of paraprofessionals and instructional aides are minorities, the GYO will focus on recruiting these personnel.

Criteria for selection is research-based (Learning Policy Institute. (2016). In addressing the problem of teacher shortage, priority will be given to candidates demonstrating outstanding performance on yearly performance assessments and have the attributes of bilingualism, content knowledge in reading and math, and positive instructional leadership traits. MISD will ensure that candidates meet the minimum requirements: 1) hold a Texas teacher certification or be the teacher of record for any position they intend to fill; 2) Pathway 2B - must have a minimum of 75 credit hours towards a Bachelor's Degree on or before May 14, 2021; 3) Pathway 2A - be able to serve as a full-time teacher of record beginning in the Fall of 2021; 4) Pathway 2B - be able to serve as a full-time teacher of record beginning Fall of 2022, and 5) all candidates must be employed for the 2020-21 school year and not be new employees.

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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.

MISD will equitably select quality, diverse candidate(s) from the pool of eligible candidates who participate in the program and receive stipends. MISD will ensure that candidates not only meet the program requirements and are highly qualified to excel in the Grow Your Own Program but also are dedicated individuals who are life-long learners. From the paraprofessionals, aides, and substitute teachers who are identified from the pool, MISD will rank the candidates based on experience and proficiency. A rubric developed by the GYO Committee will assist in keeping track of information and data gather on years of experience as well as community and extracurricular involvement.

MISD will also look at accomplishments of goals, classroom management, attendance rates, student grades, student pass rates, and student achievement. This data will be combined to rank candidates and candidates that are of diverse backgrounds to receive additional points. It is important that MISD's student demographics and teacher demographics are more closely matched.

Once all candidates have been selected, an interview process before the GYO Committee will be held to ensure that MISD selects the appropriate individual(s) to take part in the GYO Program. If for any reason, the selected candidates cannot participate, MISD will continue the process to choose the next qualified candidate.

MISD does not discriminate on the basis of race, color, national origin, sex, religion disability, age or any other basis prohibited by law in its programs, activities, or employment practices.

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.

MISD will provide ongoing support for implementation of Pathways 1 and 2 of the GYO Program through ongoing planning, continuous evaluation, and close teamwork. The GYO Committee will support all program activities and ensure that timelines are met and activities aligned with district and campus improvement plans. The GYO Committee will also ensure program compliance and complete all required benchmark reports to TEA.

Multiple support systems are planned and in place to ensure success for Pathway 2. 1) Teacher mentors will be assigned to each degree-seeking candidate for regular interaction and coaching. 2) Candidates will complete professional reflections and meet with the campus principal weekly to discuss any needed improvements and review plans for the next week. 3) Candidates will be provided four hours weekly to attend college course work while a long-term substitute teacher will be hired to support students during any scheduled class times that the candidate must miss to pursue their degree. 4) Mentors will review college coursework and provide tutoring if needed for the candidate. 5) The candidates must complete surveys three times each semester to keep the GYO Committee informed of any support needed. 6) Once the candidates have received their degree/teacher certification, they will continue to be monitored and time will be provided for the mentor to conduct classroom visits for feedback.

For Pathway 1, the teacher providing the Education and Training instruction will be provided access to additional training that will help the teacher strengthen the connection students have to the teaching field. Grant fund will be utilized to purchase supplies and curriculum needed to ensure the courses(s) can be properly conducted.

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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.

Candidates that agree to take part in the GYO program will be required to sign an MOU which will commit them to continue their employment with the district for a minimum of three years as a condition of receiving the stipend. The MOU will also state that MISD will commit to hiring/retaining each candidate that completes the program and demonstrates effective job performance. All candidates of the GYO Program stipend will have a copy of the MOU and understand the conditions stated and have agreed to sign if they are selected to be part of the TEA GYO Program.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, 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="2"/>	x \$5,500=	<input type="text" value="11000"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	x \$11,000=	<input type="text"/>
Number of high schools <u>with</u> existing Education and Training courses in 2020-2021	<input type="text"/>	x \$8,000=	<input type="text"/>
Number of high schools <u>without</u> existing Education and Training courses in 2020-2021	<input type="text" value="1"/>	x \$10,000=	<input type="text" value="10000"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2021-2023	<input type="text" value="1"/>	x \$10,000=	<input type="text" value="10000"/>
Total Request for Pathway 1			<input type="text" value="31000"/>

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="1"/>	x \$8,000=	<input type="text" value="8000"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="1"/>	x \$19,000=	<input type="text" value="19000"/>
Total Request for Pathways 1 and 2			<input type="text" value="58000"/>

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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.	Education and Training Teacher Candidate Stipends	10000
2.	Tuition and Certification costs reimbursement for Pathway 2 candidates	26000
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	TAFE Teacher and Student Memberships	1000
12.	TAFE Conference Participation	1000
13.	Instructional materials for Education and Training Coursework	6000
14.	Dual Credit Textbooks and Tuition	9000

Other Operating Costs

15.	Travel cost for candidates to training	2000
16.	TAFE travel cost	2000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 1000

TOTAL GRANT AWARD REQUESTED: 58000

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