



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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Digitally signed by Dr. Lane Sobehrad
Date: 2020.11.05 11:38:12 -06'00'

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
Classroom teacher diversity not reflective of student population (Teachers - Black: 3.5 %, Hispanic: 20.9%, White: 72.4%; Students - Black: 13.7%, Hispanic: 59.0%, White: 22.8%)	Expand the Ready, Set, Teach (RST) program, Lubbock ISD's Education and Training pathway. Begin offering dual credit courses with RST to set students on a pipeline for college and future career success as an educator. RST will prioritize high needs campuses, first generation college students, and historically underrepresented groups to diversify future teaching staff across the district.
97 paraprofessionals have a bachelor's degree, but no certification.	Leverage Lubbock ISD capacity to better support our paraprofessionals in obtaining teaching certification to diversify teaching staff. Providing guaranteed employment upon completion of certification and personalized PD that addresses needs of new teachers with alternative certification to ensure retention & quality.
Lubbock ISD has struggled to fill high needs areas including SPED, bilingual, EL, foreign language, and CTE. 15 or more positions are open each year.	Establish locally-based future educator pipelines for students and paraprofessionals that build buy-in and support from Lubbock community stakeholders. This will be accomplished through community engagement, career counseling, and incentivized employment opportunities with Lubbock ISD.

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 the Summer of 2023, Lubbock ISD will increase enrollment in its Education and Training courses by 20% and hire five dual credit instructors. This will be accomplished by deploying new dual credit course offerings through South Plains College; revising the existing Ready, Set, Teach curriculum framework to better meet the needs of first generation students and high needs campuses; and developing a more robust recruitment framework. Pathway 2: By the Summer of 2023, four paraprofessionals from Lubbock ISD will have completed their teaching certification through iTeachTexas and received positive evaluations in their Internship Teaching position, meeting the requirements of their MOU guaranteeing them a classroom teaching position in the district. The newly certified teachers will help address the annual teacher shortage in Lubbock ISD.

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

2020-2021: Pathway 1a, 1b - 1) Amend dual credit MOU with South Plains College to explicitly address Education and Training courses including Instructional Practices and/or Practicum beginning in the 2021–2022 school year. 2) Re-design Education and Training course offerings within the master schedule and market courses to students. 3) All teachers receiving stipends are confirmed with an MOU and reported to TEA by May 14, 2021. 4) High schools distribute TEA survey to all teachers and students enrolled in existing Education and Training courses between May 1 and June 1, 2021. 5) All stipend recipients, high school principals, and college/career counselors attend the TEA-led Institute in June 2021. Pathway 2a - 1) All candidates are confirmed with an MOU and reported to TEA by May 14, 2021; 2) Distribute TEA survey to candidates.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

2021-2022: Pathway 1a,1b - 1) All high schools offer the following courses: Principles of Education and Training, Instructional Practices, and/or Practicum in Education and Training. 2) All participants teach at least Principles of Education and Training, Instructional Practices, and/or Practicum in Education and Training. 3) Pathway 1(b) dual credit teachers teach at least one Education and Training course section for dual credit. 4) High schools grow TAFE chapter, participates in at least one competitive event per academic year. 5) Distribute TEA survey to all teacher and students 9/1/2021 - 10/1/2021 and 5/1/2022 - 6/1/2022. 6) Progress monitoring information reported to TEA in 1/2022 and 6/2022. Pathway 2a - 1) Pathway 2(a) candidates already holding a bachelor's degree enroll in and complete a certification program with iTeachTexas as a cohort and are issued a standard or probationary teacher certification. 2) Distribute TEA survey to candidates. 3) Progress monitoring information reported to TEA.

Third-Quarter Benchmark

2022-2023: Pathway 1a, 1b - 1) All high schools within in the LEA offer two or more of the following courses: Principles of Education and Training, Instructional Practices, and/or Practicum in Education and Training. 2) All participants teach at least Principles of Education and Training, Instructional Practices, and/or Practicum in Education and Training. 3) Dual credit teachers teach at least two Education and Training course sections for dual credit. 4) High schools grow TAFE chapter, participate in at least one competitive event per academic year. 5) Distribute TEA survey to all teacher and students 9/1/2022 - 10/1/2022 and 5/1/2023 - 6/1/2023. 6) Progress monitoring information reported to TEA in 1/2023 and 6/2023. Pathway 2a - 1) Candidates with a teacher certification return to the LEA as a full-time teacher of record. 2) Distribute TEA survey to candidates. 3) Progress monitoring information reported to TEA.

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.

Lubbock ISD's Ready, Set, Teach Program (RST) has an existing Advisory Committee that includes stakeholders from Lubbock ISD, Texas Tech University, and South Plains College that meet twice per year to review program data and student progress in order to identify strengths and areas of growth for RST. As a result, over 67 students have completed RST between 2018 and 2020. 36 of these completers are currently pursuing teaching degrees.

Project Evaluation Data: Under the supervision of the Chief Innovation Officer, a Lubbock ISD strategic planning team comprised of cabinet level leaders and educators from our external partners will re-imagine the RST program to implement significant dual credit opportunities, a more robust recruiting system, and evidence-based evaluative processes for teachers and students using RST assessment data, TEA surveys, and district performance measures such as those used for the Teacher Incentive Allotment. In addition, the planning team will outline annual objectives, action plans, and performance measures for RST based on Priority Levers in the Effective Schools Framework.

Modifying Program for Sustainability: The Executive Director of Leadership and Professional Development and the Executive Director of Career and Technical Education will guide the strategic planning team in utilizing Site-based management strategies to monitor the implementation of the RST program at Lubbock ISD's high schools and Advanced Technology Center (ATC). Program leaders and RST teachers will meet quarterly to review TEA surveys and progress information to ensure that action plans, grant benchmarks, and performance measures are being implemented with fidelity. In addition, paraprofessionals pursuing certification through iTeachTexas will be monitored for successful progress and, upon successful certification and subsequent employment, be mentored by a veteran Lubbock ISD teacher and engaged with professional learning opportunities specifically targeting new teachers with alternative certification.

Data Communication: The Executive Director of Leadership and Professional Development will submit TEA surveys and reports in compliance with grant requirements. RST reports will be provided to the Superintendent, cabinet level leaders, Lubbock ISD Board of Trustees, and the South Plains College Dean of Dual Enrollment twice annually.

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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-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.

Lubbock ISD has long-standing relationships with institutions of higher education that provide innovative pathways to educator preparation. Through these partnerships, Lubbock ISD supports and equips its students with caring professionals delivering high-quality programming. Through programs like Ready, Set, Teach, Lubbock ISD aims to increase its capacity to attract, develop, retain, and reward highly effective teachers. Lubbock ISD will take clear action steps to maintain and expand a high quality program for future educators, including the ones below that will be taken in the first year of the grant.

Strategic School Actions: As a partner in the System of Great Schools (SGS), Lubbock ISD takes bold school actions to expand and improve access to high quality schools through a school performance framework guided by an annual Quality Seats Analysis (QSA) that includes academic and demographic data, long-term trends, and community input to identify neighborhoods and school in most need of improved school options. Developing a long-term talent pipeline using data from the QSA is a priority of the SGS road map, and so identifying and incubating high quality future educators is essential to the district's success. In addition, Lubbock ISD is participating in the Teacher Incentive Allotment, in part to make teaching a more financially attractive profession to students considering becoming an educator. Through these types of strategic school actions, Lubbock ISD will meet its North Star goals of enrolling 80% or more of its students in A/B campuses by 2024.

Innovative Student Experiences: Lubbock ISD is currently engaged in six campus restart/redesign projects attached to School Action Fund grants. These campuses will provide unique opportunities for RST students to observe and participate in high quality educational programming as job-embedded experiences required of their dual credit coursework including campuses with the following school designs: project-based learning, Agri-STEM, STEAM, blended learning, and middle level CTE. In addition, students may experience other innovative Lubbock ISD campuses including Spanish language immersion, IB, and Early College High School. As an SGS district, Lubbock ISD has committed to increasing student choice and voice in the selection of high quality schools and academic programs. For future educators' field based experiences, Lubbock ISD's wide variety of curricular offerings will demonstrate the dynamic, adaptable range of the teaching profession by being exposed to a variety of schools that pursue learning in innovative ways. Such exposure aims to attract students to content areas that have significant staffing needs across the district.

Partnerships: By offering students the opportunity to take Ready, Set, Teach Courses as dual credit courses through South Plains College, it makes students eligible for Texas Tech University's (TTU) 2+1 accelerated educator preparation program and/or guaranteed acceptance and transfer into TTU's traditional TechTeach program upon the completion of their South Plains degree program after graduating high school. Lubbock ISD has a longstanding relationship with these institutions of higher education, which has greatly benefited our students. Notably, TTU's EPP includes a year-long, job-embedded student teaching block. This provides future educators invaluable experience prior to certification, making them a more competitive new hire, but it also provides Lubbock ISD dozens of student teachers each year who, due to their extended placement, are able to build relationships and act as additional classroom support for our students and teachers. Students in RST, therefore, have the ability to begin a three step journey to becoming a teacher: 1) begin college while attending Lubbock ISD; 2) matriculate into the South Plains College AAT degree program; 3) Transfer into the TTU EPP, during which they will return to Lubbock ISD for student teaching. High performing teachers are also good candidates for the Principal Fellows Program in Lubbock ISD, funded by the Principal Residency Grant, and partnered with TTU. This community of learning is essential to Lubbock ISD's future success as nearly half of all Lubbock ISD teachers are graduates of the TTU EPP.

Existing Initiatives: All students in Lubbock ISD are able to use the resources provided by the Byron Martin Advanced Technology Center (ATC), which offers the vast majority of the CTE courses for Lubbock ISD. The ATC allows for the implementation of programs and courses that are not feasible on a single campus by facilitating transportation and/or technology logistics.

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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.

Lubbock ISD comprises highly diverse campuses, where 44 out of 50 campuses have greater than or equal to 67% of students identified as a minority. Similarly, 64% of our paraprofessionals identified themselves as a minority. As indicated above, our teaching staff is 72.4% white. Research demonstrates that a teaching faculty that is representative of the student population has positive effects on student growth, achievement, attendance, and discipline. It is clear Lubbock ISD needs to expand the diversity of its staff to be more representative of its students in order to help attain our North Star goal of 80% of students in A/B campuses. Our district leaders believe our paraprofessionals have the educational experience and community relationships that will make Lubbock ISD teachers more representative of the population it serves and thus affect positive impacts on our students.

In addition, the 2020-2021 Lubbock ISD District Improvement Plan (DIP) notes Lubbock ISD has struggled to fill high needs areas including SPED, bilingual, foreign language, and CTE. To meet these needs, Lubbock ISD will consider evidenced-based recruitment and hiring practices identified by the Northwest Regional Educational Laboratory for building a diverse teacher workforce, developed as part of an ongoing effort by the Institute for Educational Sciences (IES) to provide more evidence-based materials for Grow Your Own programs around the country. These strategies will inform recruitment measures for prospective dual credit teachers and paraprofessionals who lack certification to ensure the district is approaching recruitment and candidate selection equitably:

- 1) Each spring, Lubbock ISD Human Resources performs a staffing study to determine staffing allotments for the upcoming school year. This data can be used to identify areas of need for each campus and ensure an equitable distribution of teachers across the district. Gaps in staffing result in strategic recruitment in job fairs across the country and in identifying paraprofessionals to pursue teaching certification.
- 2) Lubbock ISD Human Resources will identify paraprofessionals who have received exemplary annual summative evaluations with a demonstrated commitment to the district.
- 3) Lubbock ISD will market stipend and certification opportunities in both English and Spanish, noting a particular need for candidates that are fluent in Spanish.
- 4) Prior to recruitment, Lubbock ISD will consult with the Texas Tech University Division of Diversity, Equity, and Inclusion as a third party to ensure recruitment materials provide clear and consistent messaging to candidates of color.
- 5) Lubbock ISD will post information regarding stipend and certification opportunities on the public Leadership and Professional Development website, send out district wide emails to all eligible paraprofessionals, and provide an information session on the details of teaching certification through iTeachTexas and the financial support provided by the Grow Your Own grant to all prospective applicants.
- 6) Prospective teachers and paraprofessionals will be required to participate in an application process that includes questions about their experiences with diverse student populations, and their commitments related to diversity and inclusiveness (see §3 below).

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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.

The Executive Director of Leadership and Professional Development will lead the strategic planning team to develop tools to ensure quality, diverse candidates will participate in the Lubbock ISD Grow Your Own program. Lubbock ISD will assemble a diverse advisory committee to reduce bias in application reviews and the interview process that is representative of our student population and greater Lubbock community. This committee will engage in research using the materials suggested in the "Grow Your Own Teachers Initiatives Resources" provided by the Texas Comprehensive Center with a focus on eliminating potential implicit barriers to a diverse applicant pool. In addition, campus and district leaders are currently engaged with a district wide professional learning community centered on culturally and linguistically responsive teaching and learning best practices. The selection process will include four steps, support for which will be provided for applicants through the Office of Innovation: 1) Screening - Human Resources and the Executive Director of Leadership and Professional Development will ensure all candidates meet the educational and experience requirements to ensure grant compliance and a positive performance history with Lubbock ISD. 2) Applying - Each applicant will submit an application that addresses questions about their experience as an educator. Applicants will be required to submit a statement of diversity and inclusion that includes their experiences and commitments to working with diverse populations along with professional recommendations focused on the applicant's qualifications. 3) Interviewing - The advisory committee, comprised of two teachers, two campus leaders, two district leaders, and a community member will interview applicants using a rubric-based framework developed by Lubbock ISD Human Resources that addresses teaching best practices and the applicant's ability to be a classroom leader in a diverse academic environment. 4) Selecting - The advisory committee will review applications and interview notes in the fall of 2021. The committee will use the preceding application and interview information informed by the best practices noted above to select applicants.

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.

Lubbock ISD will work with South Plains College to identify six high performing teachers to re-imagine the Ready, Set, Teach Program in a dual credit format. In addition, Lubbock ISD will identify four high performing paraprofessionals with bachelor's degrees to earn a teaching certification through iTeachTexas. 1) Career Pathways - Dual credit teachers will receive professional training from South Plains College on collegiate rigor and instruction, expanding their pedagogical expertise and making them more competitive for other additional compensation models offered by Lubbock ISD such as TeachPlus and the Teacher Incentive Allotment (TIA). Paraprofessionals will participate in a PLC during their certification, advised by the Executive Director of Leadership and Professional Learning to address the needs of teachers pursuing alternative certification. These supports will allow newly certified teachers to be more effective starting on the first day. 2) Paraprofessionals who commit to the Grow Your Own program will have their tuition and fees for the iTeachTexas program paid for, and receive a \$2,500 living stipend to accommodate program requirements. Lubbock ISD will provide paraprofessionals with access to campuses to fulfill all job-embedded requirements associated with the iTeachTexas certification program, and ensure that their current role as a paraprofessional is maintained. Dual credit instructors will receive a \$1,500/\$2,000 stipend per year based on holding a masters/doctoral degree. 3) Personnel Supports - Lubbock ISD has more than 80 designated teachers under TIA that includes 39 out of our 50 campuses, all grade levels, and all core content areas. Dual credit teachers will be recruited from this high quality teacher pool and paraprofessionals will be assigned a mentor from this group during their certification training. In addition, the Department of Leadership and Professional Development will provide PD opportunities that target the needs of dual credit instructors and new teachers with alternative certification. All new teachers are paired with a veteran teacher with similar backgrounds in New Teacher Academy.

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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: 1) Description of advisory committee. 2) Position description for RST program manager. 3) Assurance that a dual credit instructors have met the THECB, SACSCOC, and South Plains College academic requirements for faculty credentialing. 4) Course provisions that specifically ensure that instructors will be teaching EDUC 1300, EDUC 1301, and EDUC 2301 according to the course guidelines and expectations at South Plains College. 5) Acknowledgment of the location and facilities pertinent to the implementation of the dual credit courses. 6) Statement of the stipend amount to be received by the dual credit instructor. 7) Commitment from Lubbock ISD to recruit and select students to enroll in dual credit courses to ensure the dual credit courses "make". 8) Commitment from dual credit instructor to teach dual credit course through the 2022-2023 school year.

Pathway 2: 1) Description of advisory committee. 2) Role description of Asst. Director of PD. 3) Assurances that paraprofessional has completed a bachelor's degree and has NOT received prior teaching certification. 4) Commitment to complete the iTeachTexas certification program and content exams by March 2021. 5) Commitment to accept an Internship Teaching position for the 2022-2023 school year. 6) Commitment by Lubbock ISD to provide support during certification and Internship. 7) Commitment by Lubbock ISD to hire if Internship year is successful.

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	1	x \$5,500=	\$5,500
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	5	x \$11,000=	\$55,000
Number of high schools with existing Education and Training courses in 2020-2021	5	x \$8,000=	\$40,000
Number of high schools without existing Education and Training courses in 2020-2021	0	x \$10,000=	0
Number of high schools offering dual credit Education and Training courses in 2021-2023	5	x \$10,000=	\$50,000
Total Request for Pathway 1			\$150,500

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	4	x \$8,000=	\$32,000
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	0	x \$19,000=	\$0
Total Request for Pathways 1 and 2			\$182,500

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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 credit teachers (1 teacher at \$2,500 per year over 2 years)	\$5,000
2.	Stipends for dual credit teachers (5 teachers at \$5,000 per year over 2 years)	\$50,000
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Curriculum materials, textbooks, instructional supplies	\$20,000
12.		
13.		
14.		

Other Operating Costs

15.	Candidates pursuing a teacher certification (iTeach fees, certification fees, living stipend)	\$32,000
16.	Travel to Teacher Institute (\$2,500 x 5 campuses)	\$10,000
17.	Costs associated with dual credit programs (tuition assistance, transportation, etc.)	\$60,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$5,500

TOTAL GRANT AWARD REQUESTED: \$182,500

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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"/>	

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