



**2023-2025 Grow Your Own Grant Program, Cycle 6**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 13, 2022**

NOGA ID [Redacted]

Authorizing legislation **General Appropriations Act, Article III, Rider 40, 87th Texas Legislature**

This LOI application must be submitted via email to **competitivegrants@tea.texas.gov**.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, October 13, 2022**.

Application stamp-in date and time

Grant period from **February 9, 2023 to April 30, 2025**

Pre-award costs are **not** permitted for this grant.

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Attachment 1: Pathway Selection and Participation

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as a fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members and submitted to TEA upon request.

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant 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 LOI 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.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2025 Grow Your Own Grant Program, Cycle 6 Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 Grow Your Own, Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

**PATHWAY 1:**

5. LEAs must have a signed letter of commitment or MOU for Education & Training teachers that receive a stipend through the Grow Your Own Grant by May 31, 2023. These participating teachers must commit with the MOU to, at minimum, teach the Education and Training courses and, if applicable, establish and/or grow a chapter of a Career Technical Student Organization (CTSO) as a condition of receiving the stipend.
6. The MOUs for Education and Training teachers must include, at minimum, content outlined on page 11 of the Program Guidelines.
7. If implementing dual credit Education and Training courses, the LEA must have a signed letter of commitment or MOU for the partnering IHE by May 31, 2023. This MOU should include, at minimum, content outlined on page 11 of the Program Guidelines.
8. The LEA will retain documentation locally of each letter of commitment or MOU and submit to TEA upon request.
9. The LEA assures 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 2023-2024, and at least both stated courses in 2024-2025, with the teachers receiving the stipend as teachers of record for both courses or either course. \*Please see example on page 9 of the Program Guidelines.
10. To receive a stipend for teaching dual credit, the LEA assures the Education and Training teacher holds a master's degree in an education-related field and be the teacher of record for at least one dual credit course section in 2023-2024 and two dual credit course sections in 2024-2025 within the Education and Training course sequence.
11. All LEA high schools must establish and/or grow a chapter of a CTSSO that supports the Education and Training career cluster through either the Texas Association of Future Educators (TAFE) or Family, Career and Community Leads of America (FCCLA) and participate in at least one competitive event per year.
12. The LEA assures that all LEA high schools will participate in an initial TEA-led Teacher Institute in Summer 2023. Education and Training teacher stipend recipients are required to attend the entirety of the Institute. Principals, counselors, and LEA grant managers are only required to attend the first day. Participants who attended any previous Grow Your Own Summer Institute must still attend. IHE/EPP partners and student ambassador attendance is optional but recommended.
13. The LEA assures that each Education and Training teacher stipend recipient will pilot the TEA Education and Training curriculum if they are not currently using a high-quality Education and Training curriculum.
14. The LEA assures that each Education and Training teacher stipend recipient will receive TEA implementation supports and coaching by participating in online collaborative communities to be scheduled by TEA, not to exceed 6 hours per semester.
15. The LEA assures that Education and Training teacher stipend recipients will participate in surveys and, if requested, focus groups not to exceed 1 hour per semester and administered by TEA to receive input on the Education and Training programming.

**Statutory/Program Assurances Cont'd**

- 16. LEA grant managers shall support Practicum in Education and Training implementation, including but not limited to student scheduling, identifying field sites and field site teachers, and coordinating student transportation to field sites.
- 17. LEAs shall develop a marketing and recruitment plan to grow enrollment in high school Education and Training courses. Upon request by TEA, all LEA high schools will submit their plan for marketing and student recruitment.
- 18. LEAs must, upon request, submit reports on progress towards performance measures to TEA. If requested, LEAs must participate in focus groups and surveys to give input on the Education and Training programming.
- 19. All grant-funded teachers must be identified and submitted to TEA by May 31, 2023.

**PATHWAY 2:**

- 20. LEAs must have a signed letter of commitment or MOU for each candidate that receives a stipend through the Grow Your Own Grant by May 31, 2023. All candidate stipend recipients must commit with a MOU, at minimum, to remain at the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- 21. The MOUs for candidates must include, at minimum, content outlined on page 13 of the Program Guidelines.
- 22. LEAs must have a signed letter of commitment or MOU from each accredited EPP (see Eligible Applicants section of the Program Guidelines) that will partner with the LEA to award teacher certifications to all candidates (those earning a bachelor's degree and teacher certification and certification-only candidates) by May 31, 2023.
- 23. The MOUs for EPPs must include, at minimum, content outlined on page 13 of the Program Guidelines.
- 24. The LEA will retain all MOU documentation locally and submit to TEA upon request.
- 25. LEAs must allow reasonable paid release time and schedule flexibility, as determined by the LEA, for candidates to complete their degree and certification course requirements while engaged in the grant program.
- 26. All certification-only candidates within a LEA will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
- 27. The LEA assures that candidate stipend recipients participate in surveys and, if requested, focus groups not to exceed 1 hour per semester and administered by TEA to receive input on the grant programming.
- 28. If positions are available that can be appropriately filled in alignment with candidates' certification area(s), LEAs must commit to hiring/retaining candidates upon successful completion of their teacher certification to serve as a teacher of record in the LEA by the start of the 2025-2026 school year.
- 29. LEAs must, upon request, submit reports on progress towards performance measures to TEA.
- 30. The names of all grant-funded teachers and/or candidates must be identified and submitted to TEA by May 31, 2023.

**ALL PATHWAYS:**

- 31. If a teacher or candidate is unable to continue with the grant program, the LEA must file an application amendment and provide TEA with an update of the new amount and type of stipend recipient(s) within 30 days of notification.
- 32. LEAs must file application amendments within seven days of a request from TEA.

**Program Description**

Describe how the Grow Your Own program will be implemented with grant funds and how the grant will address the LEA's teacher pipeline needs.

GPISD serves over 25,000 diverse learners including 68% Hispanic, 17% African American, 10% White, and 5% other ethnicities. The teaching staff is predominantly White. A Grow Your Own Pathway 1 award will empower Grand Prairie ISD (GPISD) to recruit outstanding high school students reflecting the diversity of the district to enter the Education and Training career pathway and ultimately earn a University of Texas at Arlington Bachelor or Arts degree with teaching credentials. Through a GYO grant award, educator stipends will be used as incentives to attract the most effective educators to teach CTE course sequences. Funds will also be used to improve recruitment, align content taught in high school and UTA courses; enhance field site experiences; and build Texas Association of Future Educators activities and competitions.

GPISD offers hiring bonuses to recruit hard-to-fill positions. Even though the district offers an incentive, GPISD finds it difficult to hire certified teachers in Bilingual, ESL, Special Education, Math, and Science at all grade levels. A GYO Pathway 2 award will empower district leaders to recruit outstanding and dedicated instructional aides, paraprofessionals, and long term substitute teachers to the field. Diverse candidates with the character, traits, language skills and instructional abilities to teach at-risk learners will be the focus of recruitment. GPISD instructional support staff seeking a degree & certifications will attend TTU or Teachworthy. GPISD instructional aides seeking alternative certification only will attend Teachworthy.

In 2022, the GPISD teacher turnover rate was 17% which is significantly higher than the state average. The district will offer instructional aide and long term substitute positions to provide income to candidates as they earn credentials. Each future educator will commit to teaching in GPISD for three years upon completion of their Educator Preparation Program. Growing our own educators will provide opportunity for outstanding students & staff to become leaders in GPISD & the community.

**Qualifications and Experience for Key Personnel**

Outline the required qualifications and experience for key personnel to be involved in the implementation and delivery of the program. Include each of the following individuals (when applicable) and a description of each role: 1. The LEA's grant manager; 2. LEA leaders involved in program implementation; 3. The campus principals for participating Education and Training high schools; 4. the college/career counselors for participating Education and Training high schools; 5. Education and Training teachers; 6. Education and Training field site teachers for Instructional Practices and/or Practicum courses; 7. Any other personnel responsible for implementing the grant.

## Title and Responsibilities of Position

1. Grant Manager: The GPISD Associate Superintendent manages all EPP and school improvement initiatives. The leader will attend the 2023 TEA Summer Institute and work with the Director of College Readiness and leaders from UTA, Teachworthy, and Texas Tech Univ to review admission requirements, coordinate EPP and GPISD calendars, create and submit MOUs, and interview and select candidates.

2. Leader Program Implementation: The Executive Director of CTE will attend the 2023 Institute and oversee principals implementing the program including identifying candidates qualifying to receive a stipend, aligning GYO recruitment, training, and support activities with GPISD, assigning personnel and resources, coordinating GYO funding with other sources, and executing the program evaluation.

3. Education & Training High School Principals: Principals will attend the 2023 Institute and work with the GYO Team composed of leaders, faculty, and counselors from GPISD and EPPs to update recruitment to meet district needs; align curriculum to TEKS, THECB, and SBEC standards; and structure schedules and arrange access to transportation or technology to enable candidates to attend EPP.

4. Counselors serving the Education & Leadership Preparatory Academy: GPISD Counselors will attend the Institute, lead the GYO team including EPP counselors to implement marketing/recruitment plan; work with families to meet admission, enrollment, and academic requirements of the EPP; monitor progress of students/cohorts; and support participants to promote personal and GYO success.

5 Education & Training teachers: Selected CTE faculty will receive a stipend to teach Principles of Education & Training, Human Growth & Development, and Instructional Practices courses and facilitate TAFE meetings and events. The CTE Field Site Teacher will receive a stipend to teach and supervise Practicums. UTA faculty will instruct dual credit courses including EDUC 2302, BEEP 3381, & SPED 3302.

6 Other personnel responsible for GYO implementation: A GPISD Instructional Coach (iCoach) will work with Education & Training teachers at each campus to administer benchmarks to monitor student progress, disaggregate data and plan CTE TEKS-based curriculum and interventions, and utilize 5E strategies and technology tools to individualize and personalize instruction.

## Goals and Objectives

Describe the major goals/objectives of the proposed Grow Your Own program. Describe the talent management strategy, (including the LEA's approach to recruiting, hiring, and retaining qualified teachers) related to those goals/objectives.

**GOAL Pathway 1:** By the end of the GYO project, 60 high school students will graduate with at least 30 credit hours toward a University of Texas at Arlington (UTA) Bachelor of Arts in Interdisciplinary Studies with teacher certifications and return to serve as an instructional aide or long-term substitute in Bilingual, ESL, Special Education, Math, or Science classrooms while completing the EPP. Objectives: (1) Build interest in the teaching profession; (2) Select/provide stipends to highly skilled diverse CTE teachers to build foundational skills in non dual credit courses; (3) Partner with UTA to offer dual credit courses; (4) Expand TAFE activities/competitions; and (5) Employ outstanding diverse candidates as they earn credentials to teach.

**GOAL Pathway 2:** By the end of the Cycle 6 GYO project, 6 teacher candidates currently serving as instructional aides, paraprofessionals, or long-term substitutes in GPISD will graduate with alternative teaching certifications or a baccalaureate degree with teacher certifications and return to teach at least three years in Bilingual, ESL, Special Education, Math or Science fields. Objectives: (1) Recruit and provide stipends for diverse, already proven instructional staff members to enter EPP; (2) Partner with Teachworthy to provide alternative certification; (2) Partner with Texas Tech University or Teachworthy to provide degree and certifications; (4) Provide aide position as earn credentials; (5) Employ graduates as teachers 2025-28.

GPISD has developed a talent management strategy that integrates both pathways to meet district goals for recruiting, hiring, and retaining qualified teachers. In middle school, counselors lead students to explore interests and careers. Families attend the GPISD Experience to learn about College & Career Readiness School Models offered in GPISD and to apply to a campus based on personal and academic goals. Diverse student leaders in the Education & Leadership Prep Academy or in an ECHS Math or Science program are recruited to become teaching candidates. GYO graduates are hired to serve as district instructional aides as they qualify to enter Pathway 2, earn teaching credentials, and spend their career teaching in GPISD.

## Progress Monitoring and Evaluation Measures

Describe how the performance measures identified for this program are consistent with the purpose of the program and related to teacher pipeline needs. Include the tools and processes used to measure performance and the extent to which the major goals and objectives of the grant are met.

**PATHWAY 1:** GPISD serves 68% Hispanic, 17% African American, 10% White, and 5% other ethnicities. The teaching staff is predominantly White. The goal of Pathway 1 is to recruit and support at least 60 outstanding high school students reflecting the diversity of GPISD in graduating with at least 30 UTA dual credit hours. Campuses will utilize the GYO component of the Campus Improvement Plan as a blueprint of goals, objectives, action steps, personnel, and resources to plan, implement, and evaluate the grant program. GPISD will use TEA approved progress monitoring tools & performance measures to support and build the Education & Training program include collecting and reporting on the following: (1) CTE teacher IDs for stipend recipients annually; (2) The number of students completing the Principles of Education & Training, Instructional Practices, and Practicum courses each semester; (3) The number and demographics of students participating in TAFE activities and at least one competition each grant year; (4) The number/demographics of students who participated in at least one Education & Training course who plan to enroll as education majors and/or pursue careers in education each grant year; and (5) Program implementation feedback through TEA surveys and focus groups. **PATHWAY 2:** GPISD offers hiring bonuses to recruit teachers but finds it difficult to hire certified teachers in Bilingual, ESL, Special Education, Math, and Science positions. In 2022, these are the fields with the highest teacher turnover rates. The goal of Pathway 2 is to recruit 6 teacher candidates currently serving as instructional aides, paraprofessionals, or long-term substitutes in GPISD will earn a baccalaureate degree and/or teacher certifications through Texas Tech University or Teachworthy and return to teach at least three years in targeted content areas. GPISD will use TEA approved progress monitoring tools & performance measures to support and build the Education & Training program include collecting and reporting: (1) Teacher IDs, (2) Name of IHE candidate is attending; (3) Name of Educator Preparation Program (EPP) candidate is attending; (4) Anticipated date of degree and/or teacher certification completion; (5) Type of bachelor's degrees and teaching certificates candidates are earning; (6) Number of years candidate is committed to teach in GPISD; and (7) Survey and focus group feedback. **USE OF DATA:** Each Campus Improvement Committee will collect and analyze Pathway 1 and 2 data quarterly. Personnel and resources will be allocated as needed to meet major goals and objectives on time and as planned. The GPISD Improvement Committee will conduct an evaluation annually to develop goals ensuring diverse high school students and instructional support staff are recruited, earn credentials to teach based on district needs, and spend their career teaching in GPISD.

**Budget Narrative**

Referencing the applicant's budget workbook and the Application Funding section of the Program Guidelines, outline the proposed budget and amounts for allowable uses of grant program funding. This should also match the Pathway Selection and Participation section of this application.

Grand Prairie Independent School District (GPISD) requests funds totaling \$ to implement Pathways 1 and 2 of the Grow Your Own, Cycle 6 initiative. The program, administrative, and indirect costs for each pathway are outlined below.

**PATHWAY 1:** GPISD requests funds totaling \$78,014 to implement and grow an Education & Training pathway at Grand Prairie High School, South Grand Prairie High School, and Young Women's Leadership Academy creating a pipeline for 60 diverse students to earn a degree with teaching credentials and ultimately teach in a hard-to-fill position of the district.

- Payroll Costs (6100): Budget requests for payroll costs in Pathway 1 total \$45,000. \$33,000 is requested in Professional Staff Extra-Duty Pay to provide \$5500 in stipends disbursed over two years to 6 highly qualified CTE teachers to instruct Education & Training courses for high school credit only. This represents 2 teachers at each high school offering the Education & Training pathway. An additional \$6000 in Professional Staff Extra-Duty Pay is requested to provide \$2000 in stipends disbursed over two years to 3 CTE teachers overseeing field site activities for Instructional Practices and Practicum courses. This represents 1 educator at each participating high school. Disbursement of stipends for Education and Training teachers will begin no later than Fall 2023. \$6000 in Support Staff Extra-duty pay is requested to provide bus transportation for students to and from Education & Training field sites. This represents \$2000 per each participating high school. All payroll requests are program costs.
- Supplies and Materials (6300): Budget requests for supplies and materials in Pathway 1 total \$21,000. The award is requested to provide \$7,000 for each Education & Training program to implement and grow the Education & Training pathway. At each high school, funds will be used to pay the costs of the early college credit program and to expand the Texas Association of Future Educators (TAFE) program to include multiple activities and at least one competition designed to allow aspiring teachers to explore the career.
- Other Operating Costs (6400): Budget requests for other operating costs in Pathway 1 total \$9,000. \$9000 is requested to enable required participants to attend the Summer 2023 TEA-led Grow Your Own Institute. Each campus will receive \$3000 to cover travel costs.
- Indirect/Administrative: Pathway 1 budget requests include \$3014 indirect costs at the 4.018% GPISD restricted rate.

**PATHWAY 2:** GPISD requests funds totaling \$86,853 to implement Pathway 2 of the Grow Your Own, Cycle 6 initiative with the goal of providing a pipeline for six outstanding paraprofessionals, instructional aides, and/or long term substitutes to earn a degree and/or teaching credentials and ultimately teach in a hard-to-fill position of the district.

- Payroll Costs (6100): Budget requests for payroll costs in Pathway 2 total \$76,000. \$32,000 is requested in Professional Staff Extra-Duty Pay to provide \$8000 in stipends disbursed over one year to 4 paraprofessionals, instructional aides, and/or long term substitutes to attend the Teachworthy alternative education program. \$38,000 is requested in Professional Staff Extra-Duty Pay to provide \$19,000 in stipends disbursed over two years to 2 paraprofessionals, instructional aides, and/or long term substitutes to attend Texas Tech University to earn a degree and teaching credentials. An additional \$6000 in Professional Staff Extra-Duty Pay is requested to provide \$1000 in stipends disbursed over two years to 6 Principals who will supervise, mentor, and support the teacher candidates as they complete certification requirements. Budget costs represented to pay Principals represents the total direct administration costs requested by GPISD for the GYO initiative.
- Supplies and Materials (6300): Budget requests for supplies and materials in Pathway 2 total \$7,498. The award is requested to provide \$2,800 in curriculum materials and textbooks for the 2 teacher candidates enrolled in the Texas Tech University Educator Preparation Program. An additional \$4698 is requested to pay fees associated with entering an educator certification program and acquiring a teaching certificate. Fees for each future teacher total \$783 and include: PACE \$30, TEA Technology Fee \$35, Criminal History Evaluation for Educator Certification \$116, TPA Registration \$311, TK20 Data Management \$113, Fingerprinting Background Check \$50, and TEA State Application Fee \$78.
- Indirect/Administrative: Pathway 2 budget requests include \$3355 indirect costs calculated at the 4.018% GPISD restricted rate and \$6000 in direct administrative costs for Principal Mentors which is within the 10% program limit.

**BUDGET SUMMARY;** GPISD requests funds totaling \$164,867 to implement Pathways 1 and 2 of the Grow Your Own, Cycle 6 initiative. All funds will be used to develop a pipeline to a career in Education for outstanding students and staff members of our district. A GYO grant award will provide the means to achieve the district mission: "To ensure that students acquire the knowledge, skills and core values necessary to achieve personal and academic success, realize their fullest potential, in addition to enriching and participating in their community."

**Sustainability Plan**

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 to increase the LEA's 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.

GPISD focuses on integration of GYO into leadership, curriculum, and operations to sustain the initiative. (1) Leadership: Since 2018, the goal of "Growing-Our-Own" educators has been a priority in the GPISD Improvement Plan. Under the direction of the Assoc Superintendent, the improvement committee identified objectives, activities and resources to achieve GYO goals. The leader leveraged and coordinated CTE, Title, State Compensatory Educ, and ESSER funds to provide support including training, iCoach mentors, and AVID classes. Establishing GYO as a GPISD priority will sustain the project. (2) Curriculum: GPISD has added the Education and Training pathway as early college Programs of Choice in three campuses. Instructional Coaches lead Professional Learning Communities to collect, disaggregate, analyze, and use data to guide implementation of GYO student recruitment priorities, college admission/enrollment support, course curriculum, instructional strategies, and practicum activities. The Campus Improvement Committee of stakeholders meets quarterly to evaluate benchmark data. Action steps, resources, and personnel are updated by the team to support Education & Training teachers and students in meeting personal, project, campus, and district goals. Establishing the GYO project into the choice model and using established GPISD school improvement systems provides systems for supporting and implementing the project in future years. (3) Operations: GYO has been instrumental in meeting teacher shortages in GPISD. Pathway 1 students are recruited for GPISD paraprofessional, instructional aide, and long-term substitute positions. Once enrollment requirements are met, the students are recruited for Pathway 2 scholarship awards. In addition, GPISD coordinates Principal Residency, Strategic Compensation, and Dyslexia Award funds to offer GYO educators opportunities to earn Masters degrees and leadership positions in GPISD. In 2018, upon receiving a Cycle 1 award, the GPISD teacher turnover rate was 22%. By May of 2021, the turnover rate decreased to 17%. Establishing growing-our-own educators as a successful recruitment and retention strategy ensures the GPISD Human Capital department will sustain the project in future years.

**Stipend Recipient Recruitment**

Describe the plan to recruit Education and Training teachers within Pathway 1 and/or candidates within Pathway 2 who are interested and eligible in participating in the program and receiving stipends. The plan must include strategies to equitably recruit diverse individuals and identify individuals with potential criteria including: **A. Pathway 1:** For Education and Training teachers, a demonstrated track record of success and/or achievement, involvement in student organizations and/or school activities, strong evaluation ratings (if applicable), and strong relationships with students (if applicable). **B. Pathway 2:** For candidates, 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).

Pathway 1: A GYO informational session will be developed for certified educators teaching in the CTE Education & Training Pathway. High school leaders and counselors will identify educators who have proven success in working with diverse students, experience in leading successful Texas Association of Future Educator (TAFE) chapters, and stated career goals of teaching Education and Training courses in the GPISD Academy to attend the meeting. Interested teachers will complete an application packet that includes a resume, T-TESS evaluations, classroom teaching assignments, and recommendations from current supervisors. Diverse GYO candidates will be selected for an interview based on the application and recommendations. GPISD and UTA leaders will select two teachers at each campus to teach non-dual credit courses and receive a stipend. The recruitment strategy is designed to identify, reward, and retain effective teachers who reflect the diversity of GPISD, promote Education as a career choice, increase student enrollment, and improve student achievement. Pathway 2: The Assoc Superintendent annually leads the GPISD Improvement Committee in using data to identify content areas of teacher shortages. In 2022, the team found a limited pool of certified teachers in Bilingual, ESL, Special Education, Math, and Science. Further data review indicated the high turnover rate in each field negatively impacted achievement of at-risk learners with limited English language skills. To meet GPISD needs, principals will recruit diverse, biliterate instructional support staff with an outstanding record and positive rapport with students to attend a GYO recruitment meeting. Candidates interested in earning a degree and/or certifications will complete an application including resume, evaluations, experience, as well as, Supervising Teacher and Principal recommendations. GPISD and IHE leaders will select candidates to receive an interview. A GYO rubric will guide the leaders in selecting candidates and awarding scholarships.

**Stipend Recipient Memorandums of Understanding (MOUs)**

Referencing the Program-Specific Assurances in the Program Guidelines, describe the MOUs in which: **A. Pathway 1:** Education and Training teacher stipend recipients agree to meet grant requirements and any other terms set by the LEA; **B. Pathway 1:** IHE that will partner with the LEA(s) to implement dual credit Education and Training courses and commit to supporting the Education and Training teachers and course implementation (if applicable); **C. Pathway 2:** Candidate stipend recipients commit to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend and if a position is available, the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance; **D. Pathway 2:** Accredited EPPs that will partner with the LEA(s) to award teacher certifications to candidates and commit to supporting candidates with completion of their teacher certification and supporting LEA(s) with implementation of the grant program.

A. Pathway 1: By May 31, 2023, GPISD will have a signed MOU for six highly qualified CTE instructors at Grand Prairie High School, South Grand Prairie High School, and Young Women's Leadership Academy selected to receive a stipend to teach non dual credit courses in the Education and Training pathway. The MOU will specify the conditions of the stipend including participating in all days of the TEA-led Teacher Institute held in Summer 2023 and serving as the Education and Training teacher of record for Instructional Practices in 2023-2024 and both Instructional Practices and Practicum in 2024-2025. The stipend payment schedule and payment process beginning in Fall 2023 will be outlined in the MOU. The MOU will provide assurances stipend recipients will utilize high quality curriculum in all Education and Training courses; receive on-line collaborative communities not to exceed six hours per semester to be scheduled and led by TEA; integrate CTE curriculum exploring degrees, certifications, and career development into courses; serve as an adult advocate to students; sponsor and build the campus TAFE organization and host at least one competition; and participate in surveys and focus groups not to exceed 1 hour per semester and administered by TEA to receive input on the Education and Training programming. By signing the MOU, teacher stipend recipients will agree to meet GYO requirements and any other terms set by GPISD. The MOU will also outline the responsibility of the Assoc Superintendent, Exec Director CTE, Principals, Counselors, and iCoaches to attend the first day of the 2023 GYO Institute and the commitment of the district to hire outstanding teacher candidates for instructional staff positions as they complete qualifications to participate in Pathway 2.

B. Pathway 1: By May 31, 2023, GPISD will have updated and signed a MOU with the University of Texas as Arlington to offer at least 30 dual credit hours toward a Bachelor of Arts in interdisciplinary Studies and teacher certification in GPISD high schools. The MOU, effective from May 31, 2023 to August 31, 2025, will outline the degrees and certifications available through the GPISD Education and Leadership Preparatory Academy, articulation with high school courses, faculty positions assigned to support Academy course content and curriculum, university entrance, academic, and citizenship standards required of high school students participating in UTA courses, and data-sharing processes allowing each educational institution to monitor student success indicators. The MOU will delineate the responsibilities of the Associate Superintendent to work with district and university partners to identify field sites and field site teachers; support implementation of Practicum courses, observations, and practicum experiences; establish flexible student scheduling; coordinate student transportation to UTA and field sites; identify university resources for student support (advising, exam prep, etc); and establish data sharing processes to track progress and outcomes of GPISD cohorts.

C. Pathway 2: Six staff members currently serving in GPISD as paraprofessionals, instructional aides, or long-term substitutes will be selected to participate in the GYO Pathway 2 program. The MOU, completed by May 31, 2023, for candidates seeking teaching certification only will receive \$8000 during 2023-24 school term to complete the Teachworthy alternative certification program. Teacher candidates seeking both a degree and certification will receive \$19,000 disbursed over 2 school years (2023-25) to complete a Texas Tech University Bachelor of Science degree with teacher certifications. The MOU for each pathway includes qualifications of stipend recipients, the stipend payment schedule, the process for paying tuition and fees incurred within the grant period, and a statement requiring stipend recipients to continue employment in GPISD during the time they are receiving a stipend and for three years after earning teaching credentials. The MOU for each pathway includes a commitment from GPISD to employ candidates as a teacher of record in 2025-26 based on position availability and satisfactory job performance and a contingency plan when positions are not available.

D. Pathway 2: A MOU outlining the partnership between GPISD and the Teachworthy alternative certification program will be created. The MOU between GPISD and the Texas Tech University EPP will be updated. Each MOU will be completed by May 31, 2023 and will include an overview of the EPP, program admission requirements, an educator code of ethics, and a commitment to supporting candidates with completion of their teacher certification and the district with implementation of the GYO program. GPISD will retain documentation locally of each MOU and submit it to TEA upon request.



**Appendix I: Amendment Description and Purpose** (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. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

*You may duplicate this page*

**Amended Section**

**Reason for Amendment**