



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

- Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
- 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 CTSO 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.

Each year it has been increasingly difficult to recruit and retain highly qualified teachers in Hallsville ISD. Our area of East Texas is often overlooked for larger metroplexes with more competitive salary options. We rely heavily on recruiting and growing from within our community.

In 2022 HISD applied for, and received, the TCLAS Cycle 5 grant funds and was able to award 6 staff members the opportunity to further their education towards becoming a certified Texas teacher.

Currently, four of those staff members were able to fill vacancies in HISD that would have remained open, leaving students in classes with less qualified/uncertified staff. In an effort to support zero year teachers, district administration has worked collaboratively to strengthen our supports for new teachers. This includes, but is not limited to, mentorship programs, a monthly First Year Teacher Academy, coaching supports, and targeted professional development according to their needs. It has become evident in the past few years that teachers coming into the profession have not had traditional university training and require more intense support their first 1-3 years.

The Education and Training Courses offered at Hallsville High School have also been expanded and are being seen as a way to shine a positive light on the profession so that our local students will choose a career in education and return to our community to begin their teaching career.

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

Amy Whittle, grant manager. Director of Federal and Special Programs.

Role: work with leadership at district and campus levels to ensure all grant requirements and fiscal requirements are met

Lindsay Slaten (pathway 2), Director of Human Resources

Role: recruitment on staff, oversee selection process and MOU with participants, partner with EPP, lead mentorships and coaching

Kathy Gaw (pathway 1), Director of Career and Technology Education

Role: provide alignment of high school CTE classes with the Education and Training classes, expand and provide opportunities for our students to practice outside the classroom, partner with local colleges and universities to expand opportunities for high school students, expand dual credit opportunities

James, Gibson, Principal of Hallsville High School Role: work collaboratively with CTE to promote Education and Training classes in the course guide, oversee funding at the campus level

Kelly Graff, Coordinator of College, Career, Military Readiness, Hallsville High School Role: works with all stakeholders to promote the program and to coordinate resources to obtain work/certification beyond high school

Hannah Farrell, Teacher of Education and Training classes Role: coordinates the instruction of the program to meet guidelines of the grant, provides student opportunities to observe and practice at all levels of HISD, TAFE sponsor, brings in resources including practicing educators, coordinates off site learning experiences, provides resources to extend learning beyond high school

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.

HISD ' s goal for the continuation of the Grow Your Own program, Pathway 1, is to promote interest in current high school students to pursue careers in education and to choose Hallsville. An additional goal is that HISD offer dual credit courses so that students will be encouraged to continue their education beyond high school.

HISD ' s goal for the continuation of the Grow Your Own program, Pathway 2, is to recruit, hire, and retain the most qualified employees that are currently working in our district, support them in their continued education, and provide financial support.

Strategies to goal attainment include, but are not limited to:

Job fairs - leadership attend university job fairs and local job fairs each semester

Informational Meetings - Career Fairs, 4-year planning, educator prep

Retention stipends

Raises and competitive salary schedules

Stipends for specialized positions

Strong PD plan - developed in conjunction teachers and administrators

Mentor/First year teacher academy - each new staff member is assigned a mentor staff member to help them their first year with the district and zero year teachers have quarterly PD session and regular coaching with a team trained specifically to assist in their journey

Intervention/Coaching at each campus

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: Goals for the program and progress towards those will be identified in the following ways:

Students will enroll in the educational pathway as freshmen and complete the endorsement;

Enrollment and completion of on level and dual credit coursework;

Evaluations from campus instructors;

Students will apply for and recieve Educational Aide I certification;

Student will return to HISD for employment after graduation

Pathway 1: Goals for the program and progress towards those will be identified in the following ways:

Employees will enroll in a program and successfully complete all certification requirements;

T-TESS evaluations will show proficiency and growth in all domains;

Surveys regarding New Teacher Academy and mentor/coaching support;

Students enrolled will show academic growth as a result of strong instructional practices;

Retention in the HISD beyond the five year term of the MOU

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.

Pathway 1

Hallsville High School currently has one teacher for the non-dual credit Education and Training class. Campus and district leadership is looking to expand opportunities for our students and offer a dual credit Education and Training course. This could be an additional teacher, so the district is asking for the additional stipend for 2023-2024. Leadership is currently developing the course with a local college.

Leadership is also developing relationships with other local colleges and universities for site visits and other learning opportunities for our HISD students, regardless of dual credit status.

The amount needed for this is below:

- 1 non-dual credit Education and Training teacher stipends: $\$5,500 \times 1 = \$5,500$
- 1 dual credit Education and Training teacher stipend: $\$11,000 \times 1 = \$11,000$
- 1 Education and Training field site teacher stipends: $\$2,000 \times 1 = \$2,000$
- 1 high school campus that will offer dual credit Education and Training courses: $\$7,000 \times 1 = \$7,000$
- 1 high school campus with existing Education and Training courses: $\$5,000 \times 1 = \$5,000$
- Travel for 1 high school campuses to Summer 2023 TEA-led Grow Your Own Institute: $\$3,000 \times 1 = \$3,000$
- Student transportation to and from Education and Training field sites for 1 high school campuses: $\$2,000 \times 1 = \$2,000$

Total funding for Pathway 1: \$35,500

Pathway 2

HISD's proposal is to recruit and place 6 additional paraprofessionals in classrooms in the 2023-2024 school year. Through an application process and selection committee, staff will be selected in the spring for openings on campuses across the district.

The amount needed for this is below.

- 6 paraprofessionals earning a bachelor ' s and/or certification:
 $\$19,000 \times 6 = \$114,000$

Total funding for Pathway 2: \$114,000

The total funding for both pathways is: \$149,500

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.

Several elements of the Grow Your Own Program are currently accounted for and funded by other sources of income.

Those element include:

First Year Teacher Academy - materials and costs associated with covering classes

Stipends for mentors of those in the Grow Your Own Program

Materials for the Education and Training Class

Salary for the Education and Training class instructor

Transportation to and from sites for students

Professional development

Elements not covered currently that HISD would need to absorb at the end of the grant cycle (and tentative plans to cover them) are as follows:

Teacher stipend for the E&T class - could be covered with local funds or CTE funds

Paraprofessional's earning certifications - local funds or working with our Education Foundation

Other ideas HISD is planning in order to continue to Grow Our Own:

Dual Credit scholarships for students

Paraprofessional scholarships for those working on a degree

Incentives for clinical teachers to choose Hallsville and/or Hallsville graduates that return to teach here

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: The strongest indicator of a successful and sustainable program begins with the selection of the classroom teacher. HISD would ensure that the teacher(s) chosen have a history of strong instructional practices, classroom management, data analysis, and positive outlook and enthusiasm for the profession.

Experiences that HISD would expect of the instructor would be:

TEA Master teacher and/or strong TTESS evaluations

Experiences beyond the classroom (UIL, TAFE)

Student data show continued growth across all demographics

Supports/encourages the positive campus culture and is a relationship builder with all stakeholders

Pathway 2: The application and selection committee would seek paraprofessionals with a natural inclination to teaching, those that have a history of going above and beyond their current duties and have a strong desire to continue their education and growth as an educator.

Experiences that HISD would expect of participants would be:

Relationship builder

High expectations of self and others

Positive morale

History of working in the district

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.

All Program-Specific Assurances in the Program Guidelines are currently in place and will continue to be in place for the remainder of all grant cycles and any continuation of the program beyond the grant.

Pathway 1 MOU statements include:

Hallsville ISD agrees to employ and retain the E&T instructor provided they maintain satisfactory performance;
 Instructor agrees to attend all GYO training, TEA coaching sessions and other learning, including the Summer Institute with at least 2 student ambassadors;
 Promote student involvement in TAFE and compete in at least 1 competitive event each year;
 Instructor agrees to use high quality education curriculum and/or TEA developed curriculum;
 Complete TEA surveys and other required grant compliance documentation by deadlines;

Pathway 2 MOU statements include:

Hallsville ISD agrees to employ and retain GYO program completers in a district teaching role aligned with their Texas educator certification provided they maintain satisfactory performance;
 As a condition of receiving grant funding for completing a teacher certification, the candidate will commit to teach in HISD for five years as a full time teacher beginning Fall 2024;
 The candidate will receive disbursements of up to \$8,000 for certification and \$18,000 for completing a bachelor ' s degree over a period of two years;
 The candidate will provide the Director of Human Resources with their college schedules, grade reports, and up-to-date transcripts; and
 The district will provide a mentor teacher to serve in supporting the candidate with activities related to everyday teaching.

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