



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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

Grant period: Pre-award costs:

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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

3. Shared Services Arrangements

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

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Decrease the demographic gap between the student population and teaching staff. 12.7% of students are African American, but only 4.6% of staff members are African American. 10.3% of teachers are Hispanic, but 33.8% of students are Hispanic.	Actively recruit more students into the Education and Training CTE program reflective of underrepresented populations. Recruit long-term subs, paras, and educational aides from underrepresented populations into teaching positions.
Increase the applicant pool for hard-to-staff teaching positions. SPED students currently make up 13% of the population and only 9.8% of the teachers are serving SPED. This is an area of need.	Provide students in Education and Training Practicum courses with field experiences in SPED classrooms. Additionally, pathway 2 candidates seeking a special education certification will be given admission preference to the grant program.
Increase the diversity of teaching candidates outstanding paraprofessionals in the district to reflect our student demographics. 26% of paras are Hispanic and 11% are African American.	Develop a recruitment process and support system that is attractive to current paraprofessionals through principal nominations, email blasts, and personal applications. Provide ongoing mentorship support.

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
WISD will increase the student enrollment in the teaching program by 8% in 22-23 and 8% in 23-24. WISD will continue to expand the program of study pathway to include Instructional Practices and Practicum of Education at Waxahachie Global High School.

Pathway 2
100% of Pathway 2 participants will complete their certification programs and become teachers of record in WISD.

6. Measurable Progress

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

First-Quarter Benchmark

Pathway 1 -Dual credit eligible Education & Training teachers identified.
Targeted recruitment efforts in 8th grade classes will be completed.
MOU with IHE will be created and signed by all parties.
Pathway 2 - WISD Pathway 2 Candidates will be identified and notified of acceptance into the program.
A MOU agreement completed with all recipients of funds through the grant program.
A MOU agreement will be established with the EPP completed.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Pathway 1 - Each Waxahachie ISD high school will have students enrolled in courses from the Education & Training program of study. Enrollment will increase 8% over the previous year. TAFE students will have competed in at least two CTSO events. WISD will offer at least two, 3 hours, EDUC dual credit courses and have Education and Training Students enrolled. All TEA Surveys and reports completed and filed.
Pathway 2 - Participants will be enrolled in programs and/or courses aligned with their pursuit of a bachelor's degree and/or teacher certification. Mentor teachers will have been assigned to candidates to provide ongoing job-embedded support and training. Participants will submit their progress reports and end of semester grades to the Grant Manager.

Third-Quarter Benchmark

Pathway 1 - Increase student enrollment in Education and Training courses and CTSO participation by 8% each year during the grant period to grow and recruit future teacher candidates to stay and work in WISD. TAFE students from each HS campus will have competed in at least three CTSO events. WISD will offer at least two courses, 6 hours, of EDUC dual credit courses and have Education and Training Students enrolled in each.
Pathway 2 - Candidates will be paired with a district mentor for two years for support through observations, reflection, and feedback. Training will be provided through the online learning platform as well as district offerings. Master teacher videos will be accessible in the district online video library. Pathway 2b participants will participate in the beginning teacher mentor program. 2a candidates will have at least 90 credit hours. All TEA reports submitted.

7. Project Evaluation and Modification

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

Pathway 1 - The following data will be collected and reviewed to monitor the goal to increase student enrollment in Education and Training classes and CTSO participation by 10% each year during the grant period: Number and demographics of students enrolled, number of CTSO participation events attendance, number of junior high/high school student recruitment events and student outreach events. We will use student Data from our SIS to track and record student enrollment, demographics, class rank, and GPA. This information will be for data collection purposes only. Waxahachie Independent School District admits students to these programs based on interest and aptitude, age appropriateness, and class space availability. We do not select students for our programs based on GPA or class rank as this would be perceived as barriers to access and would constitute a violation with the Office of Civil Rights. Pathway 2 - For Pathway 2, WISD will require long-term substitutes, paraprofessionals and educational aids enrolled in the Grow Your Own program to turn in college schedules, grade reports and up-to-date transcripts. This information will be utilized to evaluate attainment of benchmarks and progress towards meeting SMART goals. A committee will meet each semester to evaluate the progress being made by program participants. In the event program participants fail to meet established benchmarks, the committee may issue directives aimed at ensuring the overall success of the Grow Your Own program. Examples of potential modifications include establishing program recovery plans for participants, discharging participants and filling open participant slots with qualified candidates having the ability to meet all expectations and timelines of the grant, and providing academic support to those who struggle, but wish to continue in the program. A survey will be created and sent to participants three times a year to gather information regarding how candidates perceive their experience in the program. Feedback from these surveys will be used to improve processes and levels of support. For pathway 2(a) the Grant manager will collaborate with the EPP program to support the cohort during the certification process.

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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.

Pathway 1 - Students participating and completing this program of study will be provided with interviewing opportunities to gain and learn from these experiences as well as have access to district personnel and administrators as points of reference. As a result of successful completion of the Education & Teaching Training Program at Waxahachie and Waxahachie Global High School, the Waxahachie Independent School District will offer the opportunity to interview for a position as a classroom teacher. This interview will be contingent upon a successful student teaching experience and eligibility for a standard teaching certificate. This offer to interview is valid for up to six years from high school graduation. A signed copy of this letter must be returned electronically to the teacher and Human Resource Services. It will be their responsibility to contact the HRS Department during the final semester of their college/university coursework to schedule an interview with program participants.

Pathway 2 - WISD will:

Develop a strong relationship with the partnering IHE(s);

Develop strong relationships between GYO candidates and master teacher mentors

Search for other grants to support the program

Utilize the newly Board approved Educator Incentive Grant (District funded). Three scholarships will be awarded each year.

GYO candidates will receive priority points.

Grant automatic second round interviews to long-term substitutes, paraprofessionals and educational aids completing the Grow Your Own program.

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Program Requirements (Cont.)

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

Pathway 2 - WISD will begin the recruitment process by surveying long term substitutes, paraprofessionals and educational aides to identify interested potential candidates. Based on the district needs assessment, 26% of paraprofessionals are Hispanic which closely mirrors our student population of 33%. Pathway 2 will seek to recruit and identify strong Hispanic paraprofessionals for teaching positions in the district. Additionally, SPED, Bilingual/ESL, and math and science positions have proven difficult to staff. This is an area of focus for pathway WISD will hold an informational meeting to promote the Grow Your Own Program and establish the benefits of completing a teaching degree. For pathway 2(a) candidates, SAGU will come to the district and meet with interested candidates regarding the teacher certification program. The grant committee will Identify indicators of success for potential GYO candidates. These indicators will include current educational attainment, existing employment status with the district, past performance evaluations, achievement with student organizations, and a willingness to commit long term teaching in our district and status meeting the goal of closing the student/teacher demographic gap. The program will be explained to campus principals as they will be instrumental in the nomination process. The grant committee will also Identify potential candidates who represent WISD ' s student demographic and/or address local shortages. The committee will identify quality candidates possessing indicators of success essential to the program and hold one on one meetings to discuss the GYO program and individual career goals to support them in overcoming bias, self-doubt, and economic barriers to entry into the teaching profession. Offer a panel discussion between GYO candidates and those that have completed the GYO program and are serving in teaching positions to strengthen the support system for new candidates. WISD will develop a rubric, incorporating the indicators of success, to evaluate and select candidates for entrance into the GYO program.

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Program Requirements (Cont.)

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

WISD will equitably select quality, diverse candidates from the pool of eligible candidates for the GYO program. Using research based best practices, will be developed locally in combination with a few from the University of Iowa Selection Process published in 2018. Using this study will help mitigate bias in the selection process. A committee will be established to make sure the process is equitable and unbiased. Phase 1: Interest Survey: A survey will be used to determine district paraprofessionals and aides that are interested in the GYO program. Questions will address program requirements, pre-existing requirements, and career goals. Using a rubric, candidates will be ranked based on the level of best fit for the program coupled with the need to increase diversity and fill hard to staff positions. Phase 2: Application - Applications will be collected from candidates including transcripts, two letters of recommendation from supervisors, most current job evaluation, and an essay. Applicants that meet the criteria and have a completed application will be asked to interview. Phase 3 Interview Process: Questions specifically related to teaching will be used at these interviews. An interview committee including a representative from the EPP will convene and ask open-ended questions to determine the applicant ' s ability to meet the job requirements and if they are a fit for a full time teaching position in WISD. Interview questions will be scored using a rubric. Phase 4 Selection Process: The GYO committee will utilize the GYO assessment rubric to select the final high quality candidates. The candidate scoring rubric has allotted priority points based on underrepresented demographics and desire to teach hard-to-staff positions. Teachers for pathway 1 will be identified from existing district staff based on certification and interest in growing and preparing future teachers.

4. Describe how the LEA will support participants and candidates that receive stipends in fulfilling responsibilities, persisting in the program, and excelling in their role. Name specific supports for potential career pathways, resource supports, and personnel supports.

Pathway 1 Education and Training teachers will be supported by WISD staff at the department, campus and district levels. CTE teachers with exceptional experience leading a CTSO will be assigned as a resource person for sharing best practices in managing a CTSO. A master CTSO advisor will help GYO participants inspire students, develop skills used in events while mastering course TEKS building a strong program, local to national. GYO participants in pathway (1) will be aided by an IHE specialist in all aspects of offering dual credit CTE courses. Building a course syllabus, validating rosters, completing grades and utilizing the college student management system are all mandatory components. Our district program access coordinator will support the teacher by aiding in the recruitment of a high achieving diverse student population, developing recruitment materials and providing recognition of students in all available media. The WISD administrator for CTE will support logistics for teaching and maintaining an exceptional CTE program. Developing a program budget, securing teaching and CTSO materials and planning for professional development will all be supported by the CTE Director and administrative staff. Pathway 2 Participants will be supported by WISD staff at the campus and district levels. The district mentor program will provide a mentor to participants. The mentor teacher provides support for the everyday activities required in teaching. Taking attendance, managing the gradebook, submitting lesson plans and common student supervision are a few skills that mentors will help develop. Digital support will be provided in the form of video coaching and reflection as well as on demand courses. GYO candidates are also eligible to participate in district provided professional learning.

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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.

The memorandum of understanding (MOU) between participants of the Grow Your Own (GYO) program and Waxahachie ISD will contain the following elements: Waxahachie 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 evaluations and meet terms contained in the standard WISD teacher contract. GYO program participants agree to remain in a teaching position at WISD for a total of three school years. GYO program participants assigned to dual credit Education and Training courses agree to remain in the dual credit assignment at WISD for a total of three school years. GYO program participants agree to complete all reports and documentation requested by TEA.

Pathway Selection and Participation

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

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="2"/>	x \$5,500=	<input type="text" value="11,000"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="2"/>	x \$11,000=	<input type="text" value="22,000"/>
Number of high schools with existing Education and Training courses in 2020-2021	<input type="text"/>	x \$8,000=	<input type="text"/>
Number of high schools without existing Education and Training courses in 2020-2021	<input type="text"/>	x \$10,000=	<input type="text"/>
Number of high schools offering dual credit Education and Training courses in 2021-2023	<input type="text" value="2"/>	x \$10,000=	<input type="text" value="20,000"/>
Total Request for Pathway 1			<input type="text" value="53,000"/>

PATHWAY TWO

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

Number of Pathway 2(a) candidates pursuing a teacher certification only	<input type="text" value="3"/>	x \$8,000=	<input type="text" value="24,000"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="3"/>	x \$19,000=	<input type="text" value="57,000"/>
Total Request for Pathways 1 and 2			<input type="text" value="81,000"/>

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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.	Pathway 1(a) not for dual credit stipends 2 @ \$5,000 each	10,000
2.	Pathway 1(b) for dual credit stipends 2 @ \$10,000 each	20,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Dual Credit Tuition for WHS students in EDUC 1301 & EDUC 2301	10,000
7.	Reimbursement for Pathway 2(a) candidates only teaching cert. 3 @ \$7,500	22,500
8.	Reimbursement for Pathway 2(b) candidates a bachelor's degree and certification 3 @ 18,000	54,000
9.		
10.		

Supplies and Materials

11.	Materials for EDUC courses	11,000
12.		
13.		
14.		

Other Operating Costs

15.	Travel to Grow Your Own Program Conference	3,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
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