



2021-2023 Grow Your Own Grant Program, Cycle 4

Competitive Grant Application: Due 11:59 p.m. CT, November 5, 2020

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Digitally signed by Adelaida Olivarez Date: 2020.11.05 15:20:10 -06'00' Date

Grant Writer Name Signature Digitally signed by Steven C Henn Date: 2020.11.05 12:35:13 -06'00' Date

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

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3. Shared Services Arrangements

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

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
BISD's high rate of English Learner (31%) and SPED populations (11.6%) is increasing each year. These difficult to staff areas have a district turnover rate of 24% (statewide rate is 16.5%).	BISD will develop a teacher pipeline targeted for hard-to-staff subject areas (bilingual, special education). It will encourage current students, educational aides, paraprofessionals, and long term substitutes to complete appropriate post-secondary certification for eventual employment with BISD.
Education is a high-wage (\$45,000-\$59,000 average salary) high-demand industry for our region, with a projected 29% increase in demand over the next 10 years.	BISD will establish rigorous and relevant programming throughout a program of study that will prepare students for success in the high-wage/high-demand area of Education Services. This programming will include a full CTE Education Pathway with both dual-credit and work-place learning
BISD's has significant demographic gaps between teachers(22% Hispanic) and the students we serve (69% Hispanic, 69.5% Economically Disadvantaged).	BISD will intentionally recruit and enroll participants to achieve a talent pipeline reflective of our district demographics. Diverse participants, who are already familiar and invested in BISD, will be supported through this program as they complete postsecondary credentials/teaching certification.

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.

By June '23, Colorado River Collegiate Academy (CRCA) offers a full Education & Training pathway for high school students (Pathway 1), including dual-credit options from BISD's IHE partner, Austin Community College (ACC). 100% of students enrolled in Pathway 1 have participated in at least 3 TAFE events, including at least 1 competition. The Education/Training pathway will experience 10% growth in student participation from Fall '21 to June '23.

By June '23, at least 85% of candidates in Pathway 2 have completed a bachelor's degree or alternative certification program, passed certification exams, and are hired to serve in BISD classrooms for the '23-'24 school year.

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

BISD will have a formalized recruitment and enrollment plan developed for the education and training pathway at CRCA. The education/training pathway will have been identified with course crosswalks for dual credit from ACC and will, at a minimum, include Principles of Education and training, Instructional Practices, and Practicum in Education and Training.

BISD will have identified the 6 professionals participating in Pathway 2 to earn teaching credentials. Each of these teachers will have accepted a grant stipend and signed an MOU to remain at BISD for 3 years as a condition of receiving the stipend. BISD will have completed all TEA deliverables and activities (surveys, Grow Your Own Institute).

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

BISD will have completed recruitment and enrollment of Education/Training pathway students for the 2022-2023 school year at CRCA. BISD will have a signed, formal memorandum of understanding (MOU) with our IHE partner, ACC. The MOU will specify dual credit crosswalks with high school and college course codes, as well as articulation to a four-year bachelor's degree in education (Pathway 1). It will also specify that dual credit will be offered at no cost to the student.

Pathway 2 teacher candidates will be completing their first year of post-secondary coursework. Pathway 2(a) teacher candidates will have completed all requirements for teaching certification and be officially hired for the 2022-2023 school year. Pathway 2(b) teacher candidates will be on track to finish their bachelor's degree and certification by June 2023. CRCA will have completed all TEA deliverables (surveys, progress monitoring reports).

Third-Quarter Benchmark

BISD will have developed college and career advising materials targeted for the Education/Training pathway and future growth of our teacher talent pipeline. CRCA will have a TAFE CTSO membership with at least 75% of Education/Training students participating in membership events. BISD will be recruiting and enrolling students (Pathway 1) for the 2022-2023 school year, with a goal of 10% increase in student enrollment projections. BISD will have a sustainability plan developed to ensure future success of education/training courses at CRCA.

The sustainability plan will also address future opportunities for (Pathway 2) educational aides, long-term substitutes, etc to complete a bachelor's degree and teaching certification as part of the BISD teacher talent pipeline initiative. CRCA will have completed all TEA deliverables (surveys, progress monitoring reports) and be prepared to submit all amendments and grant expenditures prior to the end of the grant period.

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.

By June 2021, A GYO leadership team will be formed to gather and analyze data. This team will consist of campus and district leadership and will bi-annually review program specific data in order to make continuous program improvements. The data collected will align with established quarterly SMART goals, and the GYO leadership team's response to this data will include action steps, benchmarks, and performance measures in pursuit of the SMART goals and supporting objectives for both student and employee pathways.

The following methods will be used to continually evaluate and improve each pathway:

Pathway 1:

1) Student enrollment in Education and Training courses will be monitored to identify program participation as well as annual program growth. If either participation or growth lag behind expectations, marketing and recruitment efforts will be modified to meet program goals.

2) Student performance/activity will be monitored via academic grades and CTSO participation. Teachers/counselors will offer support when necessary in academics or social emotional matters. Student course completion leading to an Educational Aide I certificate and the Associate of Arts in Teaching degree will be monitored as well.

3) Feedback from students in Education & Training courses will be collected through surveys and formal/informal discussions. Student intent to continue in the program, as well as engagement with coursework will be collected.

Pathway 2:

1) Candidate recruitment will be evaluated based on the number and quality of applicants interested. If an adequate pool of applicants is not achieved, extended targeted recruiting efforts will be conducted.

2) During the program, candidate transcripts will be submitted each semester to confirm on time and successful completion of the program.

3) Feedback from program participants will be solicited through surveys and formal/informal discussions to provide for adjustments in the program's rigor and relevance, and the level/type of support being offered.

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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.

BISD is highly interested in developing and maintaining a high-quality GYO program in order to generate an effective and diverse teaching workforce pipeline in the Bastrop community. BISD already has a strong working relationship with Austin Community College (ACC) and this program will further expand and deepen that relationship, extending BISD’s efforts to graduate students with postsecondary credentials and/or industry certifications.

To support this pipeline BISD will recruit highly qualified individuals to be lead teachers in the Education & Training CTE pathway. These teachers will necessarily, and naturally, be effective mentors to the future teachers they are working with. BISD will also implement a robust and perpetual recruitment program for the CTE Education & Training pathway aimed at students and families beginning with our middle school population. This program will include guest speakers and promotional materials that reflect dynamic and engaging educators of diverse backgrounds. As the program matures, these guest speakers will eventually be former participants in this very program, and thus able to share success stories in their own experience. Consistent recruitment will also be performed in the educator pathway through campus-level leadership as well as testimonials from the first GYO teacher cohort. First year cohort stories will be shared broadly to celebrate the success of this program and generate further interest/awareness in both potential participants, and district leadership.

To fund a growing program, BISD will seek to partner with local funding sources, such as the Bastrop Education Foundation. GYO program leadership will also work with Bastrop ISD’s Board of Trustees to support allocating district funding for the program beyond the timeline of grant funding. Capturing participants’ personal stories and outcomes-based metrics (number of graduates with teaching position placements in BISD, percentage decrease in teacher shortage in hard-to-staff areas, number of postsecondary credentials awarded) of success during the grant funded period will serve as a proof of concept that will generate a strong argument for continued district funding of this program. BISD school board’s buy-in, as evidenced by the written letter of support, demonstrates the commitment of BISD to grow and sustain this program beyond the period of grant funding.

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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.

BISD’s recruitment for the student pathway will include: marketing materials that reflect a diverse educator population, including translated versions (multiple languages) of these materials for students to share with their families; development of a CTSO (TAFE) for the Education & Training pathway that will generate more visibility for what is most attractive about Education career pathways; guest speakers of diverse backgrounds from the field of education, including former graduates from BISD; and student testimonials and presentations about the importance and attractiveness of Education as a career path. BISD will provide targeted recruitment activities, including parent information sessions and college/career counseling, to build student interest and enroll students who reflect the demographics of the district. Students will be informed of their option to take part of the program at both comprehensive high schools, resulting in an Educational Aide I certificate or at the early college high school, resulting in an Associate of Arts in Teaching degree.

BISD’s recruitment of staff candidates will include: informational emails and meetings to share the opportunity broadly with as many current employees as possible; active marketing of the program’s intent to increase the size and diversity of our teaching workforce; interest surveys for faculty to share their level of interest and ask questions about the program; targeted principal recruiting of highly qualified candidates; the development of inclusive and equitable criteria for the recruitment and acceptance process. Bilingual participants as well as those who will pursue certifications that will make them eligible to teach SPED will be specifically targeted during the recruitment process. Participants will also be specifically recruited who demonstrate high quality instructional capacities, and strong engagement with their students, school, and community. Years of teaching or education-related experience will also be noted, but will not prevent high-quality candidates from being considered.

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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.

Pathway 1: BISD will recruit highly qualified CTE teachers for our Education & Training program. Teachers with demonstrated classroom skills and experience will be most intentionally targeted. BISD will strongly encourage applications from all candidates, with the goal of a diverse teaching team reflective of our student demographics (race/ethnicity).

Pathway 2: BISD is committed to further developing a teaching workforce which matches the demographics of our students and is invested in the community. Important to this process will first be extending our recruiting efforts and encouraging applications from all eligible candidates. To support an equitable selection process, the application process will include letters of recommendation from fellow professionals and supervisors with knowledge of candidates' instructional skills and ability to effectively develop relationships with students and the BISD community. Further consideration will be given to years of service in Bastrop ISD, professionalism, and collaborative spirit. Special emphasis will be placed on recruitment of candidates in hard to staff areas of bilingual education and special education. Following initial review of applications, candidates will be selected to participate in the interview process which will include key stakeholders with intimate knowledge of BISD's areas of strongest need. Following the application and interview process, six candidates will be invited to join our first GYO Program cohort.

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.

BISD is committed to ensuring the success of both pathways, thus establishing a pipeline of high-quality educators. In addition to soliciting and responding to participant feedback, BISD will provide support through the following:

Pathway 1: Teachers of CTE Education & Training courses will receive ongoing support from both campus and district leadership with respect to program marketing and recruitment, lesson design and implementation. District leadership, spearheaded by the CTE department, will provide support for the recruitment, development, launch, and execution of the CTSO(TAFE) to be established for our Education & Training students. BISD has robust experience running multiple successful CTSOs and will build on successes from those programs. Students will receive targeted college and career advising for the Education field. Students will also be paired with a mentor teacher during their Practicum placement (grade 12) to guide learning and build confidence as the students practice instructional skills, communication, and classroom management.

Pathway 2: BISD will establish a cohort for candidates. Meeting regularly, this cohort will develop relationships that support members' progress and respond to members' challenges as they persist through the program. Candidates will be included in district and campus professional development. These trainings will be specifically aligned with their certification specialties and teaching needs. Candidates will also be included in PLC meetings relevant to their current and future work. Candidates will be invited to visit classrooms throughout the district to get a clear sense of best practices in the BISD setting.

Each candidate will be partnered with a mentor. This mentor will provide guidance on best practices, observational feedback, and support for the certification process. Current mentors will be high-quality teachers with demonstrated skill sets. In the future, teachers who have successfully completed the GYO Program will be recruited to serve as mentors to future cohort members.

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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.

To aid in developing a reliable and robust pipeline of educators, all candidates (Pathway 2) invited to participate in the program will be required to sign an MOU which commits them to remain as a teacher in BISD for a minimum of three years beyond the completion of the program and their successful receipt of a teaching certificate as a condition of receiving the GYO Program stipend. This MOU will also state that the district will commit to hiring and retaining each candidate who successfully completes the program in the allotted time frame and demonstrates continual effective job performance.

Student participants (Pathway 1) will have the opportunity to sign an agreement with BISD to guarantee them an interview and reference from the Human Resources Department upon successful completion of all program requirements, a bachelor's degree in education, and a Texas teaching certificate.

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="0"/>	x \$5,500=	<input type="text" value="0"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="1"/>	x \$11,000=	<input type="text" value="11000"/>
Number of high schools with existing Education and Training courses in 2020-2021	<input type="text" value="0"/>	x \$8,000=	<input type="text" value="0"/>
Number of high schools without existing Education and Training courses in 2020-2021	<input type="text" value="0"/>	x \$10,000=	<input type="text" value="0"/>
Number of high schools offering dual credit Education and Training courses in 2021-2023	<input type="text" value="1"/>	x \$10,000=	<input type="text" value="10000"/>
Total Request for Pathway 1			<input type="text" value="21000"/>

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="0"/>	x \$8,000=	<input type="text" value="0"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="2"/>	x \$19,000=	<input type="text" value="38000"/>
Total Request for Pathways 1 and 2			<input type="text" value="59000"/>

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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.	Stipend for Education & Training Teacher	\$10,000
2.	Stipends for Candidates completing certification and degrees	\$36,000
3.	Substitutes for CTSO events and competitions	\$1,000
4.	Substitutes for candidates completing EPP Cohort activities	\$750
5.		

Professional and Contracted Services

6.	Student transportation from high schools to field sites	\$1,500
7.	Student transportation to CTSO events and competitions	\$1,000
8.	Translation services for marketing materials	\$500
9.		
10.		

Supplies and Materials

11.	Textbooks and Classroom Materials	\$3,250
12.		
13.		
14.		

Other Operating Costs

15.	Staff transportation to Grow Your Own institute	\$3,000
16.	Dual Credit Tuition	\$2,000
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
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