



2021-2023 Grow Your Own Grant Program, Cycle 4

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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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 |
|---|---|
| PLISD has had difficulty recruiting and retaining quality staff members, resulting in a high rate of turnover and lack of instructional continuity. | Through the funds provided, PLISD will begin recruiting and training future educators who will have the benefit of understanding the unique needs of our district and our students. |
| The district's accountability rating has been heavily impacted by gaps in its CCRM programs and availability. | By offering additional CTE pathways, PLISD will have a better opportunity to enhance its CCRM rating for the purposes of the state's accountability rating. |
| PLISD currently has a limited number of CTE offerings, which limits the possible tracks in which students can enroll. | Adding the aspiring educator preparation programs will offer students more choice with regard to CTE pathways. More choice will invite broader participation as a whole. |

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.

After introducing the aspiring educator CTE pathways, PLISD's rate of participation will increase to 90%, with a successful completion rate of 85%.

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

At the end of the first quarter, data will be collected regarding the number of students involved in the aspiring educator program and in CTE programs as a whole. Specifically, PLISD will be looking to see that the rate of participation has increased overall. In addition, a rubric will be used to gauge the level of student engagement in these CTE programs.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

The end of the second quarter should provide an opportunity to not only reevaluate the participation and level of engagement of students, but also to examine the rate at which students are completing program milestones. Data will be gathered regarding the degree of student success in completing program components and milestones.

Third-Quarter Benchmark

At the end of the third quarter, PLISD will gather data to determine if the level of student engagement has been maintained throughout the course of the year. Further, data related to program completion checkpoints and program retention will also be analyzed to determine the level at which students are successfully completing and staying with CTE programs.

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.

As noted above, various data points will be analyzed throughout the implementation of the Grow Your Own program. If the data indicate that the overall goals are in danger, the following steps will be taken:

- * If the data indicates a lack of participation, an information campaign will be launched to not only increase interest, but to provide as much information as possible about the benefits of participating in the aspiring educator program and CTE programs in general.
- * Guest speakers will be brought in to discuss various careers and the benefit of CTE in pursuing those careers.
- * To aid students in the completion of necessary program components, additional staff support will be made available throughout the year. For example, staff may provide before/after school sessions or provide assistance throughout the school day.
- * Campus based club or charter of a national organization for aspiring teachers will be established to help with engagement and support of student learning.

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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.

The addition of the Grow Your Own Program to the existing CTE offerings of PLISD will encourage growth in overall enrollment in the district. With an increase in enrollment will come an increase in general funding, allowing for the continued support of the program. Additionally, PLISD may seek out a partnership with Austin Community College and/or Texas State University to further support the aspiring educator 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.

PLISD plans to actively recruit participants for the Grow Your Own program through a variety of avenues including:

- * Advertising the program's availability through local media (newspaper, billboards, Chamber of Commerce, etc.) in the region serviced by PLISD.
- * Educating current student population through an advertising/information campaign including the use of featured guests and guest speakers to help explain the benefits of the program.
- * Providing ongoing support from PLISD staff to those participating in the 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.

Selecting a diverse pool of quality candidates will require a two-pronged approach involving an application process and an interview process.

First, candidates will be required to fill out and submit an application for the program. This application will be comprised of the following components:

- * An essay/short answer response to the question, "Becoming a teacher is important to me because..."
- * Two professional letters of recommendation, with one required to be from a current PLISD staff member.

Additionally, candidates will be interviewed by a panel made up of PLISD staff members and at least 2 community members (stakeholders). Interview questions will include:

- * Why are you passionate about teaching in Praire Lea?
- * What attributes do you possess that will make you a quality teacher?
- * When faced with a problem that needs solving, what is your reaction?

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.

To support the candidates as they complete the program and fulfill their responsibilities, PLISD will:

- * Provide ongoing support by making PLISD staff available for help;
- * Provide assistance in balancing on campus responsibilities and college coursework;
- * Provide professional development for identified areas of need and/or tailored to the candidates area(s) of interest.

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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.

A Memo of Understanding for candidates will include the following stipulations:

- * Candidates will agree to a specified length of service as a condition of participating and receiving a stipend. This also refers to successful completion of CTE coursework.
- * Candidates understand that PLISD is committed to hiring those candidates who exhibit the quality of work and strength of commitment described in the program requirements.

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"/> | x \$5,500= | <input type="text"/> |
| Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit | <input type="text"/> | x \$11,000= | <input type="text"/> |
| 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" value="1"/> | x \$10,000= | <input type="text" value="10000"/> |
| 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="20000"/> |

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"/> | x \$8,000= | <input type="text"/> |
| Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification | <input type="text" value="4"/> | x \$19,000= | <input type="text" value="76000"/> |
| Total Request for Pathways 1 and 2 | | | <input type="text" value="96000"/> |

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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. | <input type="text" value="Educational Aide"/> | <input type="text" value="20000"/> |
| 2. | <input type="text" value="Pathways 2 Participants x4"/> | <input type="text" value="80000"/> |
| 3. | <input type="text"/> | <input type="text"/> |
| 4. | <input type="text"/> | <input type="text"/> |
| 5. | <input type="text"/> | <input type="text"/> |

Professional and Contracted Services

| | | |
|-----|----------------------|----------------------|
| 6. | <input type="text"/> | <input type="text"/> |
| 7. | <input type="text"/> | <input type="text"/> |
| 8. | <input type="text"/> | <input type="text"/> |
| 9. | <input type="text"/> | <input type="text"/> |
| 10. | <input type="text"/> | <input type="text"/> |

Supplies and Materials

| | | |
|-----|----------------------|----------------------|
| 11. | <input type="text"/> | <input type="text"/> |
| 12. | <input type="text"/> | <input type="text"/> |
| 13. | <input type="text"/> | <input type="text"/> |
| 14. | <input type="text"/> | <input type="text"/> |

Other Operating Costs

| | | |
|-----|----------------------|----------------------|
| 15. | <input type="text"/> | <input type="text"/> |
| 16. | <input type="text"/> | <input type="text"/> |
| 17. | <input type="text"/> | <input type="text"/> |

Capital Outlay

| | | |
|-----|----------------------|----------------------|
| 18. | <input type="text"/> | <input type="text"/> |
| 19. | <input type="text"/> | <input type="text"/> |
| 20. | <input type="text"/> | <input type="text"/> |

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"/> | |
| <input type="text"/> | |
| <input type="text"/> | |
| <input type="text"/> | |
| <input type="text"/> | |

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