



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
The district currently has a 25.2% turnover rate meaning that 1/4 of our staff is new to our district this year. This coupled with less than 3 qualified applications per teacher vacancy causes dependency on Alt Cert, DOL, and unfilled positions.	Partner with high-quality EPP to operate a district-based program that will enable qualified candidates who are currently employed by the district to complete their bachelor's degree and/or state teacher certification within the grant timeline while increasing enrollment in HS ETC courses in order to create a cohesive pipeline. High Quality candidates will sign an MOU to stay in the district.
Across the district the number of teachers with less than 3 years of experience ranges from 20%-41% depending on the campus. The district beginning teacher rate is 12% compared to 7% across the state	MOUs will be obtained that state candidates successful in completing the program requirements will remain employed in the district for at least 3 school years. 1st and 2nd year teachers will be served through instructional coaching, New Teacher Academy, and Muleshoe's Mentor Program.
Muleshoe ISD Hispanic student population is 84.8% which is well above the state level while our Hispanic teacher population is 19% which is well below the state level.	Recruitment techniques will be focused on quality candidates from that community that are representative of student demographics. Increasing the number of students in our HS ETC courses will help to produce quality candidates that match our student demographics.

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 the end of the grant cycle, 6 highly trained teachers from the community will earn either their bachelor's degree with teacher certification or their teacher certification from a high-quality EPP. These candidates will represent the community demographically and will sign MOUs to stay in the district for 3 years. High school ETC courses will increase in enrollment by 5% in each of the two years of the grant cycle. TAFE membership and participation will increase by 10% by the end of the grant cycle. 50% of ETC graduates will be on track to enter the EPP within 2 years to return to the district to enter as a GYO candidate.

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

January 2021- August 2021
 Finalize Candidate Recruitment and Application to EPP
 Finalize Alternative Certification Program Details
 District Administrators Recruitment Talks to ETC Students/ Counselor Scheduling Processes for ETC Students
 Complete Mentor Teacher Pairings and Trainings
 Hold 2 Governance Meetings
 Benchmark Reporting
 TAFE/FCCLA ETC Participation

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

August 2021-December 2021

- Review and update MOU with EPP, DC IHE and Participants
- Monitor Results of ETC Recruitment Efforts/ Adjust Schedules, Conflicts, Barriers to Entry
- Monitor results of Dual Credit Courses
- Monitor progress and quality of candidates
- Benchmark Reporting
- Begin recruiting next round of candidates
- Review Sustainability and Funding Options
- Hold 2 Governance Meetings

Third-Quarter Benchmark

December 2022- May 2022

- Hold 2 Governance Meetings
- Monitor Recruiting success and challenges
- Continued Cohort Recruitment
- Review all MOUs- candidate, EPP, IHE
- Monitor progress of candidates
- Benchmark Reporting

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.

Project data associated with this project will be gathered, analyzed, and interpreted in order to monitor progress toward the SMART goal. Specifically, the following variables will be examined:

- Number and demographic match of candidates to students in the district
- Number, demographics, class rank of student completing ETC program of study
- Number and demographics of ETC students, TAFE participation rate, retention rate of students in the ETC program
- Obstacles to entry for qualified candidates and interested ETC students
- Identification of additional incentives to participants and areas of needs not currently addressed by the EPP or district
- Passing rate of candidates' content exam, observation and walk-through data on candidates and GYO new teachers
- Outcomes of grant participants who begin teaching in SY2022

Data on each of these variables will be gathered (as available), analyzed, and compiled by district and EPP representatives. Discussion will center on continuation and/ or modification of activities producing these results and decisions will be made about appropriate next steps.

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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.

Sustainability is the goal of Muleshoe ISD GYO program. The Muleshoe ISD Board of Trustees set the goal that the district would reduce the turnover rate for teachers by 15% by continuing to grow and mentor beginning, as well as experienced teachers. The current grant proposal includes the utilization of an already embedded employee in the district to support candidates and run grant requirements. Significant financial resources designated outside of grant funding have already been embedded into the Grow Your Own initiative.

Beginning in the first year of funding, additional efforts will be made to identify ways of covering costs associated with tuition and the ETC in order to become fully sustainable outside of grant funding. The Grow Your Own Sustainability Team, which will include District and Campus Administrators, will consider Title 2 Part A funding which aims at recruiting, supporting, and retaining effective teachers. High School Administrators and CTE Coordinator, as well as Business Office personnel, will review budget and funding opportunities for Education and Training Courses and dual credit opportunities for ETC students. Continued conversations with both IHEs will be held in order to leverage any available scholarship opportunities for candidates. Continued conversations with potential candidates around scholarship opportunities will be held. The district will continue to employ employee candidates as educational aides through their student teaching year in order to help offset individual candidate costs.

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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.

MHS has a Pathway 1 Candidate in place who is highly qualified. The ETC teacher of record is currently both Counselor and Principal certified. She has a heart for teaching and for the community. She has been with the district for the past 8 years and has taught more than 1,000 local students. She has show through her work with FCS and ETC students that she is willing to go above and beyond to run a successful sustainable program.

Muleshoe ISD Grow Your Own Initiative already has interest as potential Pathway 2 candidates reach out to the district on a monthly basis. While this is encouraging to the recruitment process, equitable recruitment of those interested is key. The district will follow the recruitment plan listed below.

The Superintendent will regularly discuss the criteria contained in the program guidelines for eligibility to administrators during monthly administrative team meetings. Principals and other administrators will have potential candidates reach out to the Grow Your Own Coordinator for next steps. Meetings will be held at each campus to present information to all district employees who might be eligible. A GYO application will be posted on the MISD website and be communicated to all district employees.

Additionally, central personnel records will be gathered to assist building administrators in reviewing all candidates who could possibly meet the credit-hour and certification time line requirements. Candidates who are interested but cannot meet the timeline will be encourage to continue to work toward the credit-hour requirements in order to be eligible for future cohorts.

Candidates meeting the minimum eligibility requirements will have transcripts reviewed by EPP for a tentative "admission" decision. Candidates who meet EPP and program guidelines are recommended back to the superintendent and building administrative team for a "selection" review. Candidates who do not meet EPP and program guidelines are coached as to they might meet the criteria within one year or in anticipation of opportunities after the current funding period.

Building administrative teams will then interview and rank eligible candidates using a rubric in order to select up to 6 candidates across the district. Priority points for participation in the grant activity and EPP include the following:

- current employment within the school district and a close tie to the community
- overall GPA meets scholarship requirement
- positive relationships with student and colleagues
- mentor teacher recommendation
- social supports in place
- demographic profile that matches students

The Superintendent shares with eligible candidates the district support, the EPP support, the scholarship aimed at supporting completion of the EPP, and the requirement for commitment to remain at the district for a minimum of three years following graduation and certification. District then selects candidates for and arranges application to the EPP.

The district administrative team meets monthly with Pathway 2 candidates to support and encourage completion. Professional development and career opportunities are discussed including instructional coaching and administrative roles after required time in the classroom.

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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.

While Muleshoe does not typically have a large pool of eligible candidates, all candidates selected for grant activities will be selected through the following best practices:
 An interview committee of administrators from all eligible campuses will be convened
 Candidates will complete the online application process to formally announce their interest in the process.
 Candidates will submit recommendations from certified teachers with whom the candidate works closely for committee review.
 An interview committee performs interview based on GYO needs and program requirements and ask questions which assess persistence.
 Candidates are scored based on the GYO priority points and interview rubric.
 Candidates selected will be asked to sign a MOU.

See attached interview questions and rubric.

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.

Muleshoe ISD employees a GYO Coordinator whose role is to support all GYO candidates during the grant cycle and for two years after certification. Previous to enrollment in the EPP, this support includes regular check-in meetings, transcript review, test proctoring, and guidance on GYO and application processes. During candidates time in the EPP, the GYO coordinator serves as a Site Coordinator and acts as a liaison between the district and the EPP. This process includes four instructional coaching cycles, coordinated study time for coursework and state certification testing, weekly walk-throughs with feedback, mentor meetings and trainings, and bi-monthly training from the EPP.

Once candidates are certified, the GYO coordinator then works in conjunction with the instructional coaching team who support candidates by providing instructional coaching, regular walk-throughs with timely feedback, and monthly New Teacher Academy meetings. Candidates are paired with mentor teachers in their grade and subject level and are supported by the mentor per the Muleshoe Mentor Program Guidelines. Additionally, the Muleshoe Mentor program along with the GYO Initiative encourages high levels of administrator support to new teachers at the campus and district level. The Board of Trustees has implemented goals to mentor, train, and recruit teachers. Please see the attached letter of support from the District School Board President.

Support for ETC teacher of record will be provided through regular Administrator and CTE Coordinator check in meetings. ETC teacher will be given opportunities to complete regular and timely professional development for high leverage instructional strategies as well as implementation and development of Education and Training Courses. Paid release time will be available for the ETC teacher of record to participate in these trainings.

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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.

Muleshoe ISD implements the following MOU process for Pathway 2 candidates by May 2021- CANDIDATE will complete an Associates of Arts in Teaching and sign an MOU stating that they will remain an employee of MISD for 3 school years after certification.
 July 2021- CANDIDATE will enroll in EPP
 August 2021- CANDIDATE will continue to be employed by MISD while completing their Bachelor's Degree/ Alternative Certification Requirements and Student Teaching. MISD will pay GYO stipend to candidates.
 August 2022- CANDIDATE will graduate from EPP and obtain a SBEC Teaching Certificate.
 August 2022- CANDIDATE will be employed as a classroom teacher at MISD.
 August 2022- CANDIDATE will be placed in MISD's New Teacher Academy and Mentoring Program.
 August 2023- CANDIDATE will continue to participate in MISD New Teacher Academy and Mentoring Program.
 A similar MOU will be put in place for ETC Teacher of record stating that she will commit to stay in the district for 3 years in exchange for the GYO stipend,

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" value="1"/>	x \$11,000=	<input type="text" value="11,000"/>
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="1"/>	x \$10,000=	<input type="text" value="10,000"/>
Total Request for Pathway 1			<input type="text" value="21,000"/>

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="2"/>	x \$8,000=	<input type="text" value="16,000"/>
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="76,000"/>
Total Request for Pathways 1 and 2			<input type="text" value="113,000"/>

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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.	Stipend for 1b) dual credit teacher	\$10,000
2.	Stipend for 2a) candidates	\$15,000
3.	Stipend for 2b) candidates	\$72,000
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	ETC Supplies and Materials	\$7,000
12.		
13.		
14.		

Other Operating Costs

15.	Travel Expenses	\$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"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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