



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 Digitally signed by Dallas Grimes Date: 2020.10.27 11:32:17 -05'00' Date

Grant Writer Name Signature Digitally signed by Dallas Grimes Date: 2020.10.27 11:32:49 -05'00' Date

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

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 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
Teacher attrition rates in the district are 20% annually, a figure that is nearly double the state average.	Create a high school CTE focused on cultivating interest in teaching among students who are more likely to remain in the local community.
For faculty position posted, the district receives fewer than 5 applications per position, and none for "hard to staff" positions.	Create a high school CTE focused on cultivating interest in teaching, especially in hard-to-staff teaching fields.
On average, our student population is 63% non-White, yet only 16 of 93 teaching staff members are shown as minorities. A demographic mismatch exists between the student population (37% White) and faculty (83% White)	Grow interest in the teaching profession among current high school students through our Ready, Set, Teach program, with the goal of cultivating their interest to a higher-ed teacher preparation program. Recruit to the high school CTE program students who are representative of the school demographic.

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 SY 2021, enrollment in teacher-focused high school ETC courses will show a 10% increase; and by SY 2022, that number will grow to 20%. By May 2023, the enrollment in Roosevelt ISD CTE courses focused on teaching as a career will have grown by 80%, with at least 63% of participants representing non-White demographic groups, all graduating seniors enrolled in a post-secondary teacher preparation program, and 50% having completed placements in classrooms classified as "hard to staff."

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

Between Notice of Grant Award (NOGA) to August 2021, the following will be accomplished:
 >>Conduct three focus groups with high school students to better understand barriers to participation, including perceptions of the current ETC course focused on teaching: (a) students currently enrolled; (b) students who were enrolled in previous years, but did not return; (c) graduating seniors who did not enroll while in high school; >>Hold at least two recruiting events with SY2021 students entering 9th and 10th grade, and support academic advisors in encouraging students to consider the ETC for teaching; >>Finalize plans for ETC course and arrange recruiting.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

By January 2022, the following will be accomplished
>>All students enrolled in ETC for teaching will have participated in a regional TAFE competition; >>Preliminary results reviewed based on students' performance with field-placement teachers; >>At least three IHE have visited the ETC to recruit for their teacher-preparation program; >>Enrollment changes, and consideration of changes needed to recruitment strategies; >>Teacher attrition rates and application numbers reviewed.

Third-Quarter Benchmark

By August 2022, the following will be accomplished
>>At least 6 ETC participants have advanced to the state-level TAFE competition; >>Revised recruitment strategies will be outlined; >>At least two recruiting events for upcoming Grade 9 and Grade 10 students will have resulted in a Fall enrollment of at least 27 high school students (reaching goal of 80% growth) in the ETC, including participants from demographically diverse groups; >>At least three IHE are scheduled for recruiting meetings in the ETC including a campus visit to the university. >>Attrition rates and application numbers reviewed.

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.

Beginning with the NOGA, the superintendent, middle-school principal, high-school principal, current ETC teacher, and representatives from IHE will meet bi-monthly to develop, implement and monitor plans toward reaching the district Pathway 1 SMART goal. The benchmarks will be used to measure our progress and each constituent group will leave the meeting with concrete action steps, and report back at the next week on their progress. In the event our progress seems to be falling short, adjustments will be made to reach the goal, or to modify in a way that appears more realistic, while maintaining commitment to the overall goal of growth and quality. Additional resources and personnel will be added should the need arise.

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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.

This plan will result in maintenance of the high quality Texas Tech program, for which we have been fortunate to have been a part of in previous GYO grant opportunities. We will focus on certain district initiatives to sustain this plan.

- 1. We will continue with a strong emphasis on our instructor teaching the Fundamental Five basics that we ask our instructors to use on a near daily basis. They will be responsible for implementing the Fundamental Five teaching model, which we strongly want incorporated into our classrooms. Its ease of implementation and down to earth best teaching practices are wonderful traits for inexperienced educators to be equipped with. It is not uncommon to have high school students in our RST classes identify their own teachers who are strong, and unfortunately weak, at implementation of the Fundamental Five strategies.
- 2. District leaders will explore funding strategies using federal, state, and possibly local funds to pay a stipend to our RST teachers who continue with their commitment in serving the district.
- 3. The district will work to improve efforts in admitting students to local colleges of education, preferably the outstanding EPP program at Texas Tech University.
- 4. The district will consider ways of utilizing College, Career, and Military Readiness in a manner that supports GYO goals.

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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.

Given the goals of the GYO program, and the ethnic and racial demographic of our district (65% non-White students), several strategies will be aimed specifically at recruiting a diverse make-up of individuals who represent the LEA's student population. RISD will develop and promote an effective diversity statement that highlights the value teachers of color and commitment of all teachers to the values of diversity and inclusion. It is our goal to have a teaching staff that more closely the mirrors the make-up of the students and families it serves.

Several strategies will also be used to attract potential candidates to the "rural" aspect of the GYO program, and will emphasize the idea of "coming back home" to be an example to future generations of the doors that can open for individuals who pursue higher education. Since Roosevelt ISD already has an ETC instructor who has proven to be effective at attracting participants, no additional recruiting will be needed.

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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.

We acknowledge the value of recruiting students who stand-out due to their GPA or leadership skills, but we also know that effective programs can grow young adults to become effective in their chosen careers. Given how dire the status finding qualified applicants is for us each year, any interested person regardless of their ethnicity, race, sex, etc. will be strongly considered for admission into the program, provided they have the appropriate educational background in place. Strong preference will be given to those who can best demonstrate an internal motivation to work with low socio-economic students, and/or can speak to the nuances that come with working in a small to mid-size rural school district. Also, we feel that having students envision a return to their own district allows for them to realistically envision and develop a plan in order to make this come to fruition. Secondary math, English, foreign language, and science courses are routinely identified as "hard to staff" for our district. Often, we are forced to hire a candidate who is an alternative certification program-and is nearly always ill-equipped for success.

In the event we are blessed with numerous applicants to the program, we will use our district and campus administrative teams to evaluate the person's potential for success at our district. The criteria found in the preceding paragraph will guide our decision making.

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.

We will work with candidates who receive these stipends to successfully complete their teacher preparation an work to establish a meaningful "bond" with our district and community. The teacher candidates will be supported by full partnership with the EPP that will include an intentional, collaborative selection and pairing of teacher candidates with mentor teachers. We will provide support and access for our site coordinator to conduct co-teaching training with all mentor teachers, and ensure site coordinators conduct monthly, data focused professional development for the mentor teachers. Site coordinator will will support teacher candidate improvement areas by conducting weekly walk-thrus and evaluating them on our "Powerwalks" data collection system.

We plan to focus on valuing the teacher candidates and taking actions to welcome them to the school and community. This will include the superintendent, central office administrators, campus administrators, and instructional coaches actively attending and swaying them through orientation activities and events. We pledge to support the candidates by providing the same district resources as our new teachers (laptop, building pass codes, recognition at district/campus assemblies, board meetings, and press releases).

The strategies will support candidates in fulfilling their responsibilities, persisting in the program and excelling in their role as a student teacher.

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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.

Teachers will receive stipend as part of their continued employment with the district for the duration of the grant period. The MOU will state an expectation that they actively recruit students into the program and commit to adequately preparing students for annual TAFE competitions. The development and signing of the MOW will be part of the first period of the funding cycle.

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	2	x \$5,500=	11,000
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit		x \$11,000=	
Number of high schools with existing Education and Training courses in 2020-2021	1	x \$8,000=	8,000
Number of high schools without existing Education and Training courses in 2020-2021		x \$10,000=	
Number of high schools offering dual credit Education and Training courses in 2021-2023		x \$10,000=	
Total Request for Pathway 1			\$19,000

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		x \$8,000=	
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification		x \$19,000=	
Total Request for Pathways 1 and 2			\$19,000

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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.	Teacher Stipend	\$5,000
2.	Teacher Stipend	\$5,000
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	General supplies and curriculum for courses	\$5,000
12.		
13.		
14.		

Other Operating Costs

15.	Administrative costs	\$1,000
16.	Implementation allotment	\$3,000
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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