



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: G.A.A., Article III, Rider 41, 86th Texas Legislature

Grant period: From 02/01/2021 to 06/30/2023 **Pre-award costs:** ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of the 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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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
In 2019, our regional Workforce Board identified elementary (2,632 vacancies), middle (1,260), and secondary (2,056) school teachers to be targeted occupations in need of qualified employees.	PISD will equip students to fill these vacancies through education courses and work-based learning, including student teaching in our elementary classrooms. Dual credit courses will lead to an associates in early childhood education and fulfill the first two years of a bachelor's degree in education.
Labor Market Data (JobsEQ) shows there is anticipated to be a demand for nearly 6,000 new preschool, elementary, middle, and secondary school teachers in our region in the next 10 years.	PISD will provide college/career advising for teaching certification/bachelor's degree attainment. We will guarantee part-time employment/student teaching positions after high school graduation and a classroom teaching position in PISD upon completion of a bachelor's degree/teaching certificate.
Since 2007, Premont ISD (small, rural school district) has had vacancies in 50% of teaching positions. Most of these vacancies have been traditionally difficult to staff subject areas.	PISD will develop a targeted marketing plan to increase interest in our Grow Your Own Academy (education/training pathway). Our recruitment plan will build diverse student participation and explain the benefits of teaching in our region/in high-demand subjects (special education/science/mathematics).

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 30, 2023: 1) Premont ISD will have a robust education/training pathway (Grow Your Own (GYO) Academy) with at least 45 students enrolled in courses in grades 9-12; 2) the Academy will be open to Premont ISD students and students from two partner districts (Freer ISD and Brooks County ISD) and student demographics will be representative of our school and community; 3) 85% of our first cohort of students will be entering the 2023-24 school year on target to complete an Educational Aide I industry-based certification, Level 1 certificate in Early Education, and an associate degree in Early Development and Education prior to high school graduation; 4) 60% of participating students will be active TAFE (CTSO) members and will have participated in at least one TAFE event; and 5) 15% of participating students will serve as GYO Ambassadors to help recruit future students for the GYO Academy.

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

By October 1, 2021, PISD GYO Academy will offer Principles of Education and Training and Human Growth and Development dual credit courses to enrolled GYO students. We will have a signed MOU with our IHE partner (Coastal Bend College) for all GYO dual credit courses, including articulation to bachelors degree in education. Our GYO team will have participated in the TEA-led institute in June 2021 and we will have participated in all TEA surveys to teachers and students (May 2021, September 2021). We will be in our first year of membership with Texas Association of Future Educators (TAFE) and planning our first TAFE event. We will have developed student recruitment/marketing materials to ensure diverse student enrollment. Our two teachers will be teaching dual credit, have been approved by TEA to receive grant stipends and will have a signed MOU to remain at PISD for 3 years. We will have planned work-based learning and classroom teaching experiences for all GYO Academy grade levels.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

By May 1, 2022, PISD GYO Academy will have enrolled students for the 2022-2023 School Year, which will offer all four levels of education/training pathway courses (Principles of Education and Training, Human Growth and Development, Instructional Practices, and Practicum in Education and Training for dual credit). Student enrollment will reflect the demographics of the school district, and our student membership/participation in TAFE will have increased by at least 10% since August 2021. The Practicum will be designed for students to serve as interns at an elementary school, gaining direct experience in the classrooms as instructional aides and teaching assistants. We will have submitted the Progress Monitoring report to TEA (January 2022), be preparing the next report (June 2022), and teachers and students will be participating in the TEA survey (May 2022). We will have submitted our marketing/recruitment plan to TEA, which will include targeted methods to recruit diverse students, college/career advising and support, and our commitment to hire students as full time teachers once they complete their degree/certification.

Third-Quarter Benchmark

By December 1, 2022, PISD will be preparing for the final 6 months of grant implementation. We will submit any amendments to the grant by March 31, 2023 and submit expenditure reports to TEA on time. We will have participated in the TEA required student/teacher survey (September 2022) and will be preparing to submit the Progress Monitoring report (January 2023). During the 2022-2023 school year, both participating teachers will be teaching at least two dual credit education course sections. Our TAFE membership will reflect at least 40% of GYO Academy students, and all participating students will have participated in at least one TAFE competition, event, or conference. Our GYO Student Ambassadors will have begun their recruitment events to recruit new GYO students for the 2023-2024 school year. Our district will have developed a sustainability plan, including utilization of state and federal resources, to sustain the program over time, maintain and increase student interest/enrollment, and drive continuous improvement.

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.

PISD is committed to tracking data metrics for evaluation and modification of our program for continuous improvement. During the grant period, our district leadership team will develop a targeted sustainability plan for our Grow Your Own (GYO) Academy, which will be used to identify target metrics to ensure the long-term success of our education/training pathway. A long-term goal of our program is to maintain a base level of student enrollment in the education/training courses to generate state Career and Technical Education (CTE) weighted funding, which will provide annual sustainable funding for the costs of the program. We will also detail other metrics of financial success and sustainability of the program, with the goal of fully funding the program from state/federal funding sources (rather than grant funds) by summer 2023. Each Spring, our leadership team will meet to analyze and evaluate program metrics and make modifications to program structure and activities in order to A) ensure our program will enroll students from diverse demographics, representative of our school district's demographics and B) ensure our program continues to enroll students diverse in academic success, including students at the top of each class rank to build a strong talent pipeline for future educators. At a minimum, our key metrics for evaluation and modification will include: 1) number of students in the program, by demographics, grade level, and class rank (goal = district demographics will reflect our program demographics; 46.1% Female, 53.9% Male, 96.6% Hispanic, 91.9% Economically Disadvantaged); 2) number of teachers teaching courses (including dual credit) in the program, by teacher demographics and measurable evidence (dual credit course completion, associate degree and certificate completion) of student achievement (goal = 100% of teachers reflective of district demographics and showing student achievement); 3) number and demographics of students participating in TAFE as members in at least one TAFE event or activity per year (goal = 60% of GYO students); 4) number and demographics of students who participated in at least one course who plan to enroll as education majors or pursue careers in education each year (as measured by an annual survey; goal = 75%); and 5) student and teacher input for continuous improvement, including knowledge learned by grade level, ways the program could be improved, and overall reflections on education as a profession (as measured by an annual survey and input from our GYO Ambassadors student leadership program; goal = 80% participation in annual surveys).

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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.

Premont ISD will coordinate resources, leverage existing programs, and utilize state and federal funding sources to provide sustainable funding and support for our Grow Your Own (GYO) Academy program. Premont ISD is part of the Rural Schools Innovation Zone (RSIZ), a collaborative of three rural school districts (Premont, Freer, and Brooks County ISDs) in South Texas. This partnership is a sustainable collaborative, aimed to increase opportunities for students from our partner districts. Each district offers specialized academies, which are available to students in the partner school districts to enroll. As such, Premont ISD is hosting the new GYO Academy and the courses will be open for enrollment to students in Premont, Freer, and Brooks County ISDs. Our district team, in collaboration with the Executive Director of the RSIZ, designed the GYO Academy in Spring 2020. We are currently in our first year of implementation (2020-2021 school year) and have already had excellent student interest and participation in the program. We have already leveraged existing funding resources to purchase classroom furniture to redesign a classroom into the GYO Academy classroom and collaboration space where students practice student teaching, parent-teacher conferences, and hands on learning for children. We have also used existing funds to purchase instructional materials and technology, which will last several years. We are keeping costs relatively low by leveraging and utilizing existing district resources for most of our program foundation. For instance, our own elementary school will be the primary location for work-based learning and practicum placements. Through this grant, we will build on our already existing resources and tools to further develop a robust, world-class education and training pathway that prepares students for jobs in education and teaching.

Specifically, we will take the following steps and timeline to ensure successful implementation of the grant and a sustainable GYO Academy. Because our program will be open for enrollment to students from our partner districts, we will be able to maintain higher levels of student enrollment than we otherwise would be able to. This will allow our courses to generate significant state Career and Technical Education (CTE) weighted funding, which will provide sustainable funding each year to maintain annual costs of the program, such as transportation and instructional materials. PISD is committed to ensuring consistent, sustainable funding for the program and will conduct a financial evaluation analysis each year for budget/planning purposes. In Fall 2021 and Fall 2022, our GYO leadership team and district business office will conduct a financial evaluation to analyze student enrollment numbers and plan for sustainable budget allocations in the 2023-2024 school year and beyond. By May 2021, we will also have targeted recruitment and marketing plans to build and maintain student interest in the program over years to come. These recruitment/marketing plans will be evaluated and updated each Spring. We will utilize the first five months of the grant (February through July 2021) to plan grant activities and implementation in the 2021-2022 and 2022-2023 school years. Upon notice of grant award (expected February 2021) from TEA, our leadership team (Superintendent, Executive Director of Instructional Services, High School Principal, High School Counselor, and RSIZ Executive Director) will formally identify the two teachers to receive stipends (Pathway 1) and develop an MOU agreement for those teachers. By May 2021, we will submit these teachers to TEA for approval, begin our official TAFE membership, and strengthen our MOU with our IHE partner for dual credit alignment. During the two school years of grant implementation (2021-2022 and 2022-2023 school years), we will focus on performance metrics (student enrollment by demographics and academic performance/class rank, student participation in TAFE events, teacher performance as demonstrated by student achievement, student and teacher feedback as measured by bi-annual surveys) and offer the full pathway of courses (phase in during 2021-2022, full pathway by 2022-2023), including Principles of Education and Training, Human Growth and Development, Instructional Practices, and Practicum in Education and Training for dual credit. We will participate in the TEA-led institute in June 2021, TEA Progress Monitoring reports (January 2022/June 2022/January&June 2023), TEA surveys to students and teachers (May & September 2021/May & September 2022/May 2023), and submit grant expenditures to TEA by June 2023.

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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.

PISD will take an intentional approach toward recruiting student participants in the GYO Academy. In Spring 2021, our GYO Leadership Team will develop an annual calendar of formal recruiting events for 8th graders, as well as informal events through marketing materials and counselor advising. Our recruitment and marketing plan will be formalized and submitted to TEA for approval. Teachers who receive stipends will be selected by interview and eligibility requirements (eligible to teach dual credit, life or standard teaching certificate, currently employed by PISD in 2020-2021 school year). We will utilize research based best practices to build student interest in the teaching profession and recruit students to the program. Specifically, our recruitment plan will include the following research based best practices. 1) To ensure equity of student recruitment and enrollment, our approach will target students from all demographics, with the goal of student participants representing our district demographics (46.1% Female, 53.9% Male; 96.6% Hispanic; 91.9% Economically Disadvantaged). 2) To reduce the demographic gaps between students and teachers, we will ensure that the educators teaching the GYO Academy courses are representative of our district demographics. All teachers in the program will have evidence of successful student achievement. We will recruit teachers to the program by offering stipends and leadership development opportunities, in addition to professional development. 3) To align our program with teacher shortages in our region, we will prepare students to teach in our rural area and in hard-to-staff areas, such as special education, science, and mathematics. 4) To ensure recruitment activities are intentional and elevate the perception of the teaching profession, we will host bi-annual recruitment events for students in 8th grade, where students will learn about the short- and long-term benefits of the GYO Academy and a career in teaching in our rural region. We will also develop marketing materials for students, parents, and community members by May 2021 to illustrate the Academy courses, events/activities, and career/salary potential. These materials and events will explain how careers in education are high-wage compared to many jobs in our community and region. We will elevate the perception of the teaching profession by allowing students to hear stories from our own teachers about how their career has afforded them opportunities they may not otherwise have had. 6) To build GYO student leadership, soft skills, and sense of community, we will intentionally utilize student voices to elevate the activities of the program, such as TAFE events and work-based learning in our elementary school classrooms, through the GYO Student Ambassadors. The GYO Ambassadors will be a leadership opportunity for upperclassmen in the GYO Academy who can advise and mentor students who are considering the program and/or underclassmen. 7) To ensure students are exposed to the teaching profession early in their career trajectory, we will design and implement work-based learning activities for students in all GYO grade levels (9-12), increasing in intensity as the students progress through the program. For instance, students will practice hands-on learning activities, tutor younger at-risk students in our district, participate in mock parent-teaching conferences early in the program. By 12th grade, students will teach alongside an elementary school teacher for their practicum placement. These activities will allow students to develop classroom management, communication, and soft skills at a relatively early age. 8) The dual credit offered in our program will directly articulate to completing the first two years of a bachelor's degree in education, if the student chooses to enroll in a postsecondary program and earn a Texas teaching certification. If the student chooses to not pursue a bachelor's degree, the credentials offered through this pathway will still prepare students for early childhood jobs in our region (requiring only an associates degree, Level 1 certificate and/or industry-based certification), which are in high demand and classified as high wage by TEA. 9) PISD will commit to hire students who meet the requirements of our GYO Academy after graduation. For those students who complete a bachelor's in education, we will commit to hiring them as part-time aides and being their student-teaching sponsor during their degree program. They will receive a job offer from PISD upon completion of a bachelors and teaching certification. 10) Our program will be innovative and build community/a sense of belonging for our students. GYO teachers and school counselors will serve as college and career advisors to students to ensure they are set up for success after high school. Our program will also utilize technology (Google Tablets, digital curriculum resources) to ensure students are prepared to teach virtually and incorporate technology into their future 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.

For the teachers of our GYO Academy, we will equitably select quality, diverse teachers representative of our student demographics. Those who receive stipends will meet TEA grant eligibility criteria to teach the courses (Pathway 1) will have a successful record of evidence of student achievement and growth and will meet TEA grant requirements for stipends (credentialed to teach dual credit, hold a standard or life teaching certificate, employed by PISD in 2020-2021 school year). PISD will select the two teachers for Pathway 1 based on 1) evidence of quality instruction and student achievement, 2) reflection of student demographics, 3) commitment to remain teaching at PISD for at least 3 years as a condition of receiving the stipend, and 4) an interview in which we will ask them why they are interested in teaching these courses, how they will prepare students for future careers in education in our region and in hard-to-staff areas (special education, science, mathematics), and how they will help elevate the perception of the teaching profession as lead teachers of the GYO Academy. These conversational interviews and decisions for teacher stipend recipients will be conducted by our GYO Leadership Team, who will make recommendations for the two stipend recipients for final approval by PISD Superintendent and RSIZ Executive Director. We will evaluate teachers who teach the program every two years and strive for diversity among teacher demographics, as well as teacher experience/expertise teaching in hard-to-staff areas. For student selection, we will have an application process for students to apply and be accepted into the GYO Academy. We do not anticipate turning any students away, but we will require students to commit to the program, participate in TAFE events, and complete work-based learning projects/experiences. We will utilize intentional and targeted recruitment activities/ events and marketing materials showing diversity of teachers (gender, ethnicity) in pictures to help students see themselves in the profession. If at any point we receive more applicants than the number of student spots available in the program, we will make enrollment decisions based on student demographics, evidence of academic commitment (class rank, academic growth over time), and student interviews regarding why they want to participate in the program.

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.

Premont ISD is committed to supporting our two teachers that will receive stipends to teach the GYO Academy courses (Pathway 1). Our teachers across the district are supportive of this program and committed to providing help as needed to build a strong, high quality teaching talent pipeline for our district. There will be strong district-wide involvement in the success of the program. Our elementary school will be serving as the primary work-based learning provider for the program to provide hands-on learning and experiences for our GYO students in an elementary classroom setting. Our leadership team has already developed the pathway of courses and a crosswalk of dual credit with our IHE partner (Coastal Bend College). This spring, we will be developing a one page resource for our teachers which will visualize the pathway of courses, including which courses students will take and the corresponding work-based learning experiences in each year of the program. By May 2021, we will develop a college and career advising guide for the teachers to ensure they know how the dual credit courses will articulate to the first two years of a bachelor's degree and available career opportunities, including guaranteed job offers at PISD. Each year, we will also provide professional development opportunities to our GYO teachers to learn best practices for teaching future educators. For instance, we will provide financial support and access to professional teacher associations, conferences, and collaborative site visits to other Grow Your Own programs across the state.

Additionally, we are committed to providing wraparound services to be utilized within the classroom. By July 2021, PISD will develop student and parent resources explaining the GYO Academy and benefits of the teaching profession, which can be utilized during college/career advising sessions, parent-teacher conferences, and recruitment activities. Our TAFE chapter will be led by the two teachers receiving stipends, with support from our campus counselor and the GYO Leadership Team. Planning of TAFE events, including transportation to competitions and conferences, will be organized by the GYO Leadership Team (including campus principal and district superintendent) in collaboration with the teachers.

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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.

Premont ISD will develop an MOU in which the two teachers receiving stipends to teach the GYO Academy courses (Pathway 1) must commit to remaining GYO teachers and staying in their teaching positions at PISD for at least three years as a condition of receiving the stipend. The MOU will also specify job performance metrics for evaluation of their instruction, student achievement, and overall performance. This MOU will be signed by each teacher receiving the stipend, as well as the district superintendent.

PISD will also develop a student MOU which will guarantee the students a job offer upon successful completion of the GYO Academy courses, including an Educational Aide I industry-based certification, Level 1 certificate in Early Education, and an associate degree in Early Development and Education. If the student chooses to finish their bachelor's degree, the district will commit to 1) hiring the student part-time while they are in college (if the student would like to work part time); 2) serve as the student's student teaching placement (if the student would like to student teach at PISD); and 3) offer the student a full time teaching position upon completion of a bachelor's degree and Texas teaching certification. The MOU will be signed by each student as they begin the GYO Academy, as well as the district superintendent. The MOU will be re-authorized and re-signed upon completion of the program and graduation from high school.

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="2"/>	x \$11,000=	<input type="text" value="22,000"/>
Number of high schools <u>with</u> existing Education and Training courses in 2020-2021	<input type="text" value="1"/>	x \$8,000=	<input type="text" value="N/A"/>
Number of high schools <u>without</u> 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 <u>dual credit</u> Education and Training courses in 2021-2023	<input type="text" value="10,000"/>	x \$10,000=	<input type="text" value="10,000"/>
Total Request for Pathway 1			<input type="text" value="32,000"/>

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="N/A"/>	x \$8,000=	<input type="text" value="N/A"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="N/A"/>	x \$19,000=	<input type="text" value="N/A"/>
Total Request for Pathways 1 and 2			<input type="text" value="32,000"/>

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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 Teacher 1, Pathway 1(b) Participant	10,000
2.	Stipend for Teacher 2, Pathway 1(b) Participant	10,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Dual Credit Program Costs	5,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.		
12.		
13.		
14.		

Other Operating Costs

15.	Travel to TEA-led Institute (June 2021)	3,000
16.	TAFE Costs (Membership, Events)	2,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

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

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