



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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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
GPISD serves a diverse population including 65% Hispanic & 18% African American students. only 44% of teachers reflect the diversity of students. 2% of high school students are enrolled in Educ & Training. NEED: Increase the diversity of teachers by growing our own.	Offer a high quality Education and Leadership Academy in 4 GPISD high schools. (1) GPISD partners with University of Texas at Arlington to expand the Education and Leadership Academy to 4 high schools; (2) District leaders work with ESL/ Bilingual teachers to recruit diverse teacher candidates; (3) Offer stipends to increase the number of highly skilled & motivated educators teaching courses.
The teacher turnover rate for GPISD is in 2020 is 21% which is significantly higher than the state average. NEED: Improve retention rates by recruiting successful instructional aides to earn teaching credentials.	Transition instructional aides currently employed in GPISD to certified teacher roles. (1) Implement a recruitment process to enroll motivated highly skilled aides who are Grand Prairie residents; (2) Partner with Texas Tech University to provide degree & certification programs; (3) Interview and employ GYO teacher candidates.
GPISD recruits Bilingual, ESL and Special Education teachers in elementary grades utilizing stipends yet cannot find qualified applicants for all positions. NEED: Grow our own educators in hard-to-fill positions.	Offer two GYO pathways leading to teacher certification with specialization in high need content areas. (1) High school candidates take tuition-free dual credit courses & work as aides in GPISD while completing degree; (2) Instructional aide candidates receive scholarship; (3) Candidates return to teach in GPISD 3 years.

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.

Pathway 1: By the end of the two year Grow Your Own program, 4% of high school students will graduate with 32 hours of dual credit hours toward a University of Texas at Arlington Bachelor of Arts in Multidisciplinary Studies with Elementary EC-6th Certification and Bilingual, ESL or Special Education Specialization credential and return to GPISD after graduation to serve as a teacher for at least three years.
 Pathway 2: By the end of the two year Grow Your Own program, 6 instructional aide teacher candidates will graduate with an Elementary EC-6th Certification and Bilingual, ESL or Special Education Specialization credentials and return to Grand Prairie ISD to serve as a teacher for at least three years.

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

Pathway 1: (a) Planning Team submits MOU with UTA to TEA; (b) GPISD career pathway courses published; (c) GPISD Experience introduces students to Education & Leadership Academy; (d) Team identifies 80-100 diverse candidates by March 2021; (e) UTA faculty assist with enrollment during April 2021; (f) Identify and hire dual credit teachers to increase number by 50%; (g) Academy offered at new campus to increase number of students 25%.
 Pathway 2: (a) Strategic Planning Team submits MOU with TTU to TEA; (b) Recruitment process completed and aides selected by March 2021; (c) TTU staff completes course audits and candidates apply to university by May 2021; (d) Teacher candidates confirmed with an MOU and reported to TEA; (e) TTU faculty visit site for course expectations/enrollment seminar during May 2021; (f) TEA survey/progress monitoring submitted by June 1, 2021.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Pathway 1: (a) GPISD students at four GPISD high schools attend Instructional Practice in Education & Training to earn credit in EDUC 2302 and EDUC 3301 by May 2022; (b) Four GPISD Teachers earn stipends for recruiting, teaching, and mentoring students; and (c) Candidates complete 16 hours toward BS by May 2022.
Pathway 2: (a) Six Mentor Teachers identified; (b) Four certification only candidates enter alternative certification to earn teaching and ESL or Special Education certification by May 2022; (c) Two candidates complete 24 credit hours of bachelor degree by May 2022; (d) TTU faculty conduct at least three site visits during the 2021-22 academic year.
Pathways 1 & 2: (a) Teacher candidates attend at least one TAFE activity each academic year; (b) Participants complete TEA surveys as required in October 2021 and June 2022; and (c) Progress monitoring data reported to TEA in January and June 2022.

Third-Quarter Benchmark

Pathway 1: (a) GPISD students attend Practicum in Education & Training to earn credit in BEEP 3381 and SPED 3302; (b) Candidates successfully complete up to 30 hours of bachelor degree by May 2023; (c) Candidates complete Educational Aide credential; and (d) Teacher candidates apply for aide position in GPISD.
Pathway 2: (a) Mentor teachers work with candidates and conduct observations; (b) Two candidates complete Multidisciplinary Studies BS with EC-6th Certification by May 2023; (c) Two candidates pass TExES and PPR exams by May 2023; (d) Two candidates pass TExES, PPR, & Bilingual, ESL or Special Education exam by May 2023; (e) Candidates apply to teach in GPISD; (f) TTU Faculty conduct 3 site visits by May 2023.
Pathways 1 & 2: (a) Candidates participate in one TAFE activity per year; (b) TEA surveys completed October 2022 and June 2023; (c) Progress monitoring reported to TEA on time and as required in January and June 2023.

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.

Under the direction of the Associate Superintendent, a Strategic Planning Team comprised of stakeholders and educators from partnering educational institutions was formed for each Grow Your Own (GYO) pathway.
Evaluation: GPISD worked with University of Texas at Arlington and Texas Tech University College of Education faculty members to implement successful GYO programs during the Cycle 1, 2, and 3 grant periods. As a result, all high schools currently offer the Education and Leadership Academy pathway, over two hundred GPISD high school students are working toward a teaching degree, and thirty-four instructional aides have earned credentials to teach in the district. In the fall of 2020, the planning teams reviewed data from previous projects to determine best practices that lead to superior performance. The team found educational partners provide exceptional educator preparation programs and intentional recruitment strategies implemented in Cycle 3 increased the number of diverse participants. Based on project data and feedback, the teams developed a blueprint outlining quarterly SMART goals, objectives, action steps, benchmarks, and TEA performance measures for the Cycle 4 GYO program. Necessary Adjustments to Plan: The Associate Superintendent will guide the planning teams in utilizing the Site Based Decision Making processes to monitor the implementation and progress of each GYO pathway. Teams will meet separately at the end of each quarter. Participant-level and project-level data will be reviewed to determine progress of candidates, educators, and campuses in meeting benchmarks of success. The team will propose changes in project activities and strategies to address performance gaps. At the end of each semester, TEA surveys and progress monitoring data will be analyzed to determine progress toward meeting SMART goals. The analysis will include credit accrual, attendance rates, and grades. The planning teams will use feedback, information, and data to adjust project personnel, planned action steps, candidate support, and course curriculum to ensure teacher candidates are on course to complete credentials. The Associate Superintendent will lead the team to leverage project and district resources to implement proposed changes. At the end of the project year, planning teams will use evaluation reports to create GYO blueprints to improve performance and meet SMART goals.

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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.

Grand Prairie Independent School District (GPISD) is dedicated to partnering with community stakeholders and educational institutions to provide innovative instructional programs for students and employees to inspire a passion for lifelong learning, to develop responsibility and character, and to achieve academic and personal goals. There are three research based components GPISD targets to sustain innovative school improvement projects:

(1) Evaluate Needs: The GPISD Superintendent leads the District Education Improvement Committee in conducting a comprehensive needs assessment at the conclusion of each school year. The needs assessment establishes trends in data to define problems at the district and campus levels, establish the cause of the problem, and prioritize needs. Each year, district leadership uses the analysis to target student groups, grade levels and content areas for school improvement. Campus teams use the information to create campus improvement plans that include goals, dedicated personnel, and allocated resources for the GYO project. Integration of the GYO project into the established GPISD school improvement process brings focus and coherence to reform activities and provides a system for leveraging and coordinating resources to strengthen the educator pipeline and implement the project during future school years.

(2) Base Decisions on Data: The Texas Education Agency (TEA) has specified performance measures for the Grow Your Own initiative. TEA has also provided participant surveys and progress monitoring tools to be used to gather data and information at the end of each semester. The Strategic Planning Team formed for each pathway of the proposed Grow Your Own project will meet quarterly. During the first meeting of each semester, the teams will evaluate project level data to determine if action steps listed on the project blueprint are being implemented as planned. Action steps, resources, and personnel responsible will be updated to ensure actions are completed and performance targets are met. During the meetings held at the end of each semester, teams will review participant data to determine if candidates are on track to earn credits toward a degree and teaching credential. The teams will revise action steps, resources, and personnel responsible on the blueprint to ensure candidates meet performance targets. The blueprint will serve as a proven outline for implementing successful GYO projects in the future.

(3) Integrate Initiatives into Successful School Improvement Programs: Each pathway of the proposed GYO project strengthens existing GPISD programs focusing on improving student performance and school success.

• Pathway 1: GPISD is an innovative district committed to graduating students who have knowledge and skills, habits of thinking, and preparation necessary to successfully complete college and enter a profession in the DFW region. The district currently offers fourteen School of Choice campuses that provide specialized instruction in a career pathway to meet the identified needs and interests of our students and their families. Each School of Choice selects students from GPISD and the surrounding area for enrollment based on demonstrated talents, achievement, and dedication to an academic field of interest. The proposed GYO project increases the number of GPISD college and career opportunities offered to students by expanding the partnership with the University of Texas at Arlington to support and improve the Education and Training pathways at four CCRSM high schools - Grand Prairie High School, South Grand Prairie High School, the Young Women Leadership Academy and Dubiski Career High School.

• Pathway 2: GPISD currently partners with Texas Tech University to offer a Principal Preparation program for aspiring teachers in the district. The district also partners with the university to offer an alternative certification program, Strong Teachers Day 1, for teacher candidates who are interested in working in secondary school math and science programs. The proposed GYO project expands the district's offerings to meet teacher shortages in elementary campuses. The pathway 2 project will prepare six outstanding instructional aides employed in the district to teach in bilingual, English as a Second Language, or Special Education program areas.

GPISD' is committed to forming partnerships to reduce teacher shortages and increase the number highly qualified teachers in classrooms. The Strategic Planning Teams for each pathway will utilize research-based strategies to replicate and expand the Grow Your Own project in future years.

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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.

- Pathway 1: All GPISD high schools offer Education and Training courses. Four Education and Leadership Preparatory Academy teachers will be selected to teach and receive stipends in the Cycle 4 GYO program. High School principals will identify and recommend teachers with strong T-TESS evaluations. The team will target educators with success in working with diverse students, experience in leading successful Texas Association of Future Educator (TAFE) chapters, and stated career goals of teaching dual credit Education and Training courses at the Academy. The recruitment strategy is designed to identify, reward, and retain our brightest and best teachers in low-income schools to improve the campus culture and student achievement, and to reduce teacher turnover.

- Pathway 2: Grand Prairie has a shortage of high quality teachers to instruct in bilingual, English as a second language (ESL), and Special Education classrooms at elementary campuses. To meet this need, the district proposes to partner with Texas Tech University to offer outstanding instructional aides the ability to earn a degree and/or standard teaching certificate to ultimately become a professional teacher in the district. The partners have established a research based process for the recruitment and selection of teacher candidates who will receive a stipend while participating in the GYO project. Under the guidance of the Associate Superintendent, the GYO Strategic Planning Team selected high need schools for participation in the GYO, Cycle 4 project. Schools selected have high teacher turnover rates, achievement gaps between limited English Proficient and Special Education learners and the general school population. The district leader met with principals, Bilingual/ESL, and Special Education leaders to review literature and identify desirable qualities for Bilingual, ESL and Special Education teachers. Based on discussions, the team identified desired attributes as bilingualism, content knowledge in reading and math, and positive instructional leadership traits. The committee researched the System for Teacher and Student Advancement Evaluation system used by principals to evaluate GPISD paraprofessional employees annually. The evaluation measures content knowledge in reading, writing and math, as well as, the individual's ability to effectively instruct at-risk students. The team determined building principals will nominate candidates for the GYO program based on the annual evaluation and educator recommendations.

Research-Based Practices: Educators nominated for each pathway will be invited to attend an informational meeting to learn about the GPISD Grow Your Own project. After the meeting, candidates interested in applying to the program will be asked to complete an application packet that includes a resume, teaching assignments, and two recommendations from current supervisors. GYO candidates will be selected for the interview process based on evaluations, the application, and recommendations.

Expanding Diversity: Educational research indicates teachers who reflect the demographics of campus students have positive effects on minority student achievement, advanced-level course enrollment, college attendance rate, retention, and school attendance. Grow Your Own recruitment processes have been designed to ensure diversity of the teacher population mirrors that of the student population which includes 18% African American, 65% Hispanic, and 12% White learners. At this time 20% of teachers are African American which closely mirrors the student population. However, only 22% of teachers are Hispanic. There is a need to recruit and hire Hispanic teacher candidates in each GYO pathway.

- Pathway 1: GPISD leaders will work with campus principals and counselors at each participating high school to identify and recruit high performing Hispanic educators to serve as teachers and field site coordinators in the Education and Leadership Academy. Each teacher will receive a \$2500 stipend each year of the grant period.

- Pathway 2: 62% of instructional aide positions in bilingual/ESL and Special Education courses are held by Hispanic employees. For this reason, GPISD leaders will work with principals, bilingual/ESL, and Special Education educators to recruit high performing instructional aides to become teachers in hard-to-fill positions. Aides selected will receive a stipend to attend an alternative certification (\$7500) or a teacher certification program (\$18000).

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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.

Research indicates teachers who reflect the demographics of campus students have positive effects on minority student achievement and school attendance. The planning team has identified best practices to ensure diverse, high quality candidates are selected to participate in the GYO program and receive stipends. GPISD leadership will work with principals and CTE leaders to recruit diverse educators to build the Education and Leadership programs in four GPISD high schools. District leaders will work with ESL/bilingual and Special Education leaders to recruit effective aides to teach in targeted elementary campuses. Candidates will submit applications. Reviewers will rate five components using an evaluation rubric. (1) Evidence of Student Achievement: Class STAAR scores will provide evidence of student achievement. Candidates showing success over time with traditionally low performing student groups will earn the highest ratings; (2) Strong Evaluations and Appraisals: A review of formative and summative evaluations over a 3 year period will be conducted to determine each candidate's strengths and weaknesses. Highest ratings will be given to candidates with distinguished achievement in domains targeting planning and instruction; (3) Interpersonal leadership: Letters of recommendation from GPISD educators will be reviewed to determine excellence in working with students and peers; (4) Effective response to Observations and Feedback: Evaluation scores will be reviewed to determine persistence in improving areas targeted for academic growth; and (5) Growth Mindset: Personnel records, resumes, and recommendations will be reviewed to determine leadership roles sought and achieved by the candidate such as student or parent organization sponsor, academic tutor, etc. Candidates will be selected for interviews based on the results of the evaluation rubric. Candidates with the highest ratings will be invited to interview. The interview consists of questions on leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset, and instructional knowledge. During the interview process, GYO leaders will use the evaluation rubric, reviewer notes, and interview responses to select candidates.

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.

GPISD and educational partners have integrated resources and personnel into the design of the GYO program to support participants in persisting and excelling in their chosen career pathway.

- PATHWAY 1: An Education and Leadership Academy has been established at GPISD high school campuses. The Academy offers high school students the opportunity to enroll in CTE and dual credit credit courses to complete at least 21 hours of postsecondary credits at no cost to the student. Each course includes field experiences, exam preparation, and academic/social supports. Four teachers receive stipends to recruit students, teach Education and Training courses, mentor students, and sponsor campus TAFE activities. The teacher also works with university counselors to assist families in meeting enrollment requirements, applying for scholarships, and transitioning into university Education programs. The GYO teachers are provided with stipends and extended planning periods to facilitate development of courses and support programs. The teachers attend training to extend learning in dual credit courses and field experiences. Foundation High School, CTE budgets, and GYO grant funding are used to purchase curriculum materials and resources to support educational initiatives in Education and Training courses.
- PATHWAY 2: This GYO pathway provides scholarships for instructional aides to earn certification and/or a teaching degree. The program enables aides to continue teaching responsibilities at a GPISD elementary campus in a bilingual/ESL or Special Education classroom while participating in the program. Texas Tech faculty members provide extensive clinical support to ensure candidates complete certification and/or degree requirements. Support includes scheduled virtual class sessions, routines for providing on-line feedback, and 3 site visits each academic year. A GPISD Mentor Teacher interacts daily with aides to facilitate the use of data to develop instruction and to use best practices of instruction. Foundation High School, Title, and IDEA funding sources are used to provide instructional materials and training to support educational initiatives in bilingual/ESL and Special Education classes.

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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.

Four highly qualified GPISD teachers will be selected to support teacher candidates in GYO Pathway 1. The MOU developed specifies a teacher of record at each participating high school will receive \$2500 per program year. Responsibilities listed on the MOU include teaching Principles of Education and Training, Instructional Practices, and Practicum in Education and Training. Teachers receiving a stipend will also be responsible for implementing integrated curriculum that explores career development, serve as an adult advocate to students, sponsor the campus TAFE organization.

Six instructional aides employed in GPISD will be selected to participate in the GYO Pathway 2 program. The MOU developed specifies teacher candidates seeking teaching certification only will receive \$7500 during 2021-22 to earn teacher certification and a bilingual/ESL or Special Education certification. Teacher candidates seeking a degree and certification will receive \$18,000 disbursed over 2 school years (2021-23) to earn the same credentials.

The MOU for each pathway includes a statement requiring persons receiving a stipend to teach in GPISD during the GYO, Cycle 4 project period (2021-2023) and for three years after the project ends (2023-2026). The MOU for each pathway includes a commitment from GPISD to retain each educator based on satisfactory job performance.

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="4"/>	x \$5,500=	<input type="text" value="\$22,000"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	x \$11,000=	<input type="text"/>
Number of high schools <u>with</u> existing Education and Training courses in 2020-2021	<input type="text" value="4"/>	x \$8,000=	<input type="text" value="\$32,000"/>
Number of high schools <u>without</u> existing Education and Training courses in 2020-2021	<input type="text"/>	x \$10,000=	<input type="text"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2021-2023	<input type="text" value="4"/>	x \$10,000=	<input type="text" value="40,000"/>
Total Request for Pathway 1			<input type="text" value="\$94,000"/>

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="4"/>	x \$8,000=	<input type="text" value="\$32,000"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="2"/>	x \$19,000=	<input type="text" value="\$38,000"/>
Total Request for Pathways 1 and 2			<input type="text" value="\$164,000"/>

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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.	Stipends - 4 teachers, non-dual credit Education & Training (\$5000/teacher over 2 years)	\$20,000
2.	Stipends - 4 teacher candidates seeking certification (\$7500/candidate over 1 year)	\$30,000
3.	Stipends - 2 teacher candidates seeking certification and degree (\$18,000 over 2 years)	\$36,000
4.	Stipends- Mentor Teacher Stipends (Pathway 2 - \$1000/educator, 6 teachers)	\$6,000
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

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

Supplies and Materials

11.	Textbooks for teacher candidates (\$250/4 candidates, \$500/2 candidates)	\$2,000
12.	Consumable supplies and instructional materials and resources (Educ courses & TAFE)	\$45,287
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	Travel costs associated with state-provided professional development (\$3000/high school)	\$12,000
16.	Teacher and student memberships and event/conference participation costs (\$1000/HS)	\$4,000
17.	Candidate certification exam and test preparation costs (\$300/candidate, 6 candidates)	\$1,800

Capital Outlay

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

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
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<input type="text"/>	

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