



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 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.

For TEA Use Only:

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

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter in a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The Greenville ISD student population is diverse including 45% Hispanic and 16% African American learners. 20% of the 356 teachers in GISD reflect the diversity of the students. NEED: Create a pathway for diverse students to become future educators in GISD.	Offer a quality Education & Training career pathway at Greenville High School; (1) Implement an intentional recruitment and selection process to enroll diverse, high-ranked students into a GYO pathway 1 program; (2) Partner with Paris Junior College to offer dual credit Education and Training courses; and (3) Recruit and pay stipends to highly skilled and motivated educators teaching dual credit.
GISD currently employs 78 instructional aides. More than 50% of aides are Hispanic or African American. NEED: Recruit outstanding aides who reflect the diversity of the students to earn teaching credentials.	Transition teacher aides currently employed in GISD to certified teacher roles. (1) Implement a recruitment process to enroll motivated highly skilled aides who are Greenville ISD employees into a GYO pathway 2 program; and (2) Partner with Texas A&M University Commerce to provide a degree to certification program.
23% of learners in GISD are English language learners and 12% qualify for Special Education services. There is a shortage of teachers in bilingual, ESL and Special Education. NEED: 'Grow our own' teachers for hard-to-fill positions in the district.	Offer two pathways to a bachelor degree, teacher certification, and a specialization in a high need content area. (1) High school candidates take tuition-free dual credit courses & work as Teacher Aides in GISD while completing degree; (2) Teacher candidates receive scholarships and work as Teacher Aides while completing degree; (3) Candidates return to teach in GISD 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.

GYO Pathway 1: By the end of the two-year Grow Your Own program, 30 diverse high school students will graduate with at least twelve hours of dual credit hours toward an Associate of Arts in Teaching from Paris Junior College and after graduation return to Greenville ISD to serve as a teacher for at least three years.
 GYO Pathway 2: By the end of the two-year Grow Your Own program, six instructional aide teacher candidates will graduate with a Bachelor of Science in Interdisciplinary Studies from Texas A&M University-Commerce (TAMU-Commerce) and Bilingual, ESL or Special Education Specialization credentials and after graduation return to Greenville 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: (1) Planning Team submits MOU with PJC to TEA; (2) Academic Guide published for 2021-22; (3) College and Career events introduce students to Education & Training pathway; (4) 15-20 diverse candidates recruited at GHS by 3/30/21; (5) PJC assists candidates in application and enrollment by 5/18/21; (6) Increase number of dual credit Education teachers by 50%; (7) Increase number of campuses offering pathway by 50%.
 Pathway 2: (1) GISD submits MOU for TAMU-Commerce to TEA by 5/15/21; (2) Recruitment process completed and 6 aides selected by 3/15/21; (3) TAMU staff completes course degree plan, candidates apply by 4/15/21; (4) Teacher candidates confirmed with MOU; (5) TAMU site visit for course expectations and enrollment by 5/18/21.
 Both Pathways: (1) Participants attend Institute; (2) TEA surveys and progress monitoring completed in June 2021.

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

8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Pathway 1: (1) GISD students attend Instructional Practice in Education and Training dual credit EDUC 1300; (2) GISD Teachers support students in completing coursework successfully; (3) Teacher candidates successfully complete 3 to 12 dual credit hours toward AAT degree by 5/18/2022; (4) Candidates enroll in 6 to 12 credit hours for 2022-23 school year; and (5) 20-25 candidates recruited to enter Education and Training pathway.

Pathway 2: 1) GISD Mentor Teachers identified and work with teacher candidates on a weekly basis; (2) 6 teacher candidates complete credit requirements in degree to certification program by 5/18/22; (3) 2 site visits conducted by TAMU faculty by 5/18/22. (4) Candidates enroll in TAMU credit hours for 2022-23.

Both Pathways: (1) Students participate in TAFE competition by 5/31/2022; (2) Participants complete TEA surveys Oct and June 2022; and (3) Progress monitoring reports sent to TEA in January and June 2022.

Third-Quarter Benchmark

Pathway 1: (1) GISD students attend Practicum in Education and Training (2 credits) dual credit EDUC 1301 and EDUC 2301; (2) Candidates successfully complete 6 to 12 hours of AAT degree by 5/18/22; (3) Candidates complete educational aide credential, apply for GISD aide position; (4) New candidates enter GYO program.

Pathway 2: (1) Teacher Mentors work with candidates on weekly basis; (2) TAMU faculty completes site visits by 5/20/22; (3) Six candidates complete degree and certification requirements including observation and student teaching by 6/30/23; (5) Six candidates pass TEXES, PPR, & Bilingual, ESL, or Special Education exam by 6/30/23; (6) Candidates apply to teach in GISD for at least three years.

Both Pathways: (1) Candidates participate in one TAFE competition by 5/30/23; (2) Participants complete TEA surveys by 10/1/22 & 6/1/23; (3) Progress monitoring reports sent to TEA 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.

Greenville ISD worked with Paris Junior College and Texas A&M Commerce faculty members to design the proposed Grow Your Own (GYO) programs. Under the direction of the GISD Deputy Superintendent, a Strategic Planning Team comprised of stakeholders and educators was formed for each GYO pathway. The teams will use feedback and data to modify GYO design and implementation to meet SMART goals.

Project Evaluation: Each planning team developed a blueprint outlining quarterly SMART goals, objectives, and action steps. TEA performance measures were utilized in the blueprint and benchmarks were developed to generate ongoing data on the effectiveness and efficiency of each GYO program.

Adjustments Based on Data: Teams will meet separately at the end of each nine weeks. The Associate Superintendent will guide the planning teams in utilizing Site-Based Decision Making processes to monitor the implementation and performance of each GYO program. Each team will review TEA participant surveys and progress monitoring information to ensure project activities are implemented as planned to meet benchmarks of success and ultimately meet SMART goals. In addition, teacher candidate data including course credits, attendance, grades, and TAFE participation will be monitored to ensure participants are on course to complete credentials as planned. The planning teams will use the feedback, information, and data to adjust the calendar of project activities, teacher candidate support, course curriculum, and field experiences to meet GYO SMART goals. The Deputy Superintendent will guide the team in leveraging project and district personnel, facilities, instructional materials, and resources to implement proposed changes. At the end of each project year, the Strategic Planning Teams will utilize evaluation data to review and revise blueprints for future GYO projects. COMMUNICATION: GYO reports will be submitted to the Superintendent, Board of Education, PJC and TAMU Commerce annually. Surveys and project monitoring reports will be submitted to TEA on time and as requested. The plan for continuous review, improvement, and communication will ensure GYO SMART goals are met and the project successfully prepares 15-20 students each year to teach in GISD.

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

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.

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

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.

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

Program Requirements

1. Describe the sustainability plan for the Grow Your Own Program beyond the timeline of grant funding. The plan should address how a high-quality program will be maintained, including clear action steps beginning in the first year of grant funding and a demonstrated ability to leverage and coordinate resources that increase your capacity to strengthen the local educator pipeline and make progress on sustainability. This may include the use of other local, state, and/or federal resources. Consider also how the Grow Your Own Program may be integrated into, be supported by, and provide support for existing LEA or EPP initiatives and/or priorities.

The vision of the Greenville ISD states, "We educate today. You succeed tomorrow." The proposed Grow Your Own project is designed to meet this vision by offering students, teachers, and teacher aides the opportunity to reach personal and academic goals. GISD will take clear actions steps during the first year of the grant to maintain a high quality program.

(1) GISD School Improvement Process: Under provisions of the Texas education code, every school district is required to develop a district plan to improve student performance. Greenville ISD utilizes a collaborative planning process including community and staff input to conduct a needs assessment and develop strategic goals. District and campus plans are developed annually to be achieve both state goals and district goals. GISD will include the GYO project in the 2020-23 plans. Inclusion in district and campus improvement plans enables GISD leaders to dedicate facilities and personnel and to allocate local, state, and federal resources to the GYO program.

(2) Evidence Based Decision Making: Inclusion of the GYO project in District and Campus Improvement Plans ensures the District Education Improvement Committee (DEIC) will evaluate program effectiveness during the annual needs assessment. TEA has specified performance measures for the Grow Your Own initiative. The agency has also provided participant surveys and progress monitoring tools to be used to gather data and information. The Strategic Planning Team formed for each pathway will meet quarterly to evaluate project level data to determine if action steps are being implemented as planned and participant data to ensure candidates are on track to earn credits toward teacher certification. Action steps, personnel responsible, and resources will be updated to ensure performance targets are met. Use of GYO evaluation reports during the annual needs assessment will enable the DEIC to evaluate project effectiveness, make necessary adjustments, and include the educator preparation project in future improvement plans.

(3) Existing Initiatives: Greenville ISD offers students the opportunity to enroll in career sequences leading to certificates and degrees in all four endorsement fields. In the field of Business and Industry, students have opportunities to enroll in the Agriculture Manufacturing, Veterinary Technology, Floral Design, Audio/Visual Production, Graphic Design, Fashion Design, Business Management, Culinary Arts, Auto Technology or Auto Collision Repair pathways. Students interested in a public service career have options of completing a Nursing, Human Services, Education and Teaching, or Navy Junior Reserve Officers Training Corps pathway. GHS students interested in a science, technology, engineering and mathematics (STEM) career have the opportunity to enroll in an Engineering or Computer Science career pathway. In 2018, Greenville ISD opened a successful PTECH Engineering Academy. The highly successful College and Career Readiness School Model (CCRSM) has empowered Greenville High School students to win state and national robotics competitions and the program to become a model for the state.

(4) Student Support: Greenville ISD Texas ACE Program is offering an After School Program Monday through Friday from 3:20 to 6:20 pm at the high school. The program is a safe and fun environment for students to receive academy and social/emotional assistance. ACE staff members are trained to serve as mentors to student participants. Tutoring time is held immediately after school provided by certified GISD teachers. After tutoring, students engage in activities, team-building, character development, fitness and wellness, conflict resolution, arts and humanities, service-learning and preparing for post-secondary education or employment. In addition to the after-school program, Greenville High School uses the AVID program to improve student success. AVID, Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. High school students in the Education and Training pathway will attend AVID advisory each day. During the advisory, teachers and counselors will lead students through the program's WICOR curriculum which places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills needed to succeed in rigorous college preparatory and college credit courses. During the advisory students will also prepare for college entrance exams and district and college counselors will help students meet college entrance requirements and enroll in the appropriate course sequences. GISD has the vision, experience, and support programs in place to Grow Our Own teachers. Stakeholders are committed to implementing a successful GYO.

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

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.

The Strategic Planning Team of GISD, Paris Junior College, and TAMU educators met in the fall of 2020 to review the Grow Your Own Cycle 3 surveys and reports. The team used the information to develop a plan for the recruitment and selection of dual credit teachers to teach in the Education and Training career pathway, as well as, students and Teacher Aides who will fulfill degree program and certification requirements to become a teacher candidate in the district.

Research-based Practices: The team reviewed recruitment and selection plans of successful GYO projects provided by the Texas A&M University. The committee also studied research on equitable recruitment provided by the Texas Education Agency. The resulting recruitment and selection plan includes both GISD and institution of higher education (IHE) screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' candidates.

Campus-Based Needs: Members of the team then met with campus principals to discuss desirable qualities for each type of teacher – dual credit, Bilingual, ESL and Special Education.

- **Pathway 1 Teacher:** Two Education and Training educators will be selected to teach and receive stipends in the Cycle 4 GYO program. The recruitment strategy developed by the team is designed to identify, reward, and retain our brightest and best teachers currently working in GISD, to improve the campus culture and student achievement, and to reduce teacher turnover. The team will analyze T-TESS evaluation scores to determine the educator's success in working with diverse students, Texas certification to teach high school education courses, and experience in leading successful Texas Association of Future Educator chapters. The teacher instructing dual credit courses will have appropriate credentials and approval of PJC. The principal and planning team will recommend the best fit candidate to receive a stipend to serve as leaders in the Education and Training career pathway.

- **Pathway 2 Teacher Candidates:** The team identified desired attributes of Pathway 2 teachers as bilingualism, content knowledge in reading and math, and positive instructional leadership traits. The committee researched the System for Teacher and Student Advancement Evaluation which is used to evaluate paraprofessionals in GISD. 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 use the evaluation and teacher recommendation to nominate exceptional instructional candidates who hold at least 75 hours of college credit before May 15, 2021 for the GYO program. Nominated teachers and aides will be invited to attend an informational meeting to learn about the GYO 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, participation in school organizations, and educator recommendations. At least two teachers and ten teacher aides will be selected for interview. PJC faculty will recommend three teachers and TAMU will recommend six aides for participation.

Targeted Recruitment: GISD has a need to recruit and hire teachers who mirror the predominantly Hispanic and African American student population to teach in dual credit, Bilingual, ESL and Special Education programs. To increase the number of teachers from the same demographic as the student population, Pathway 1 and 2 will recruit diverse teacher candidates. High School students in the Education and Training program will conduct field experiences in Bilingual, ESL, and Special Education classrooms during each college credit course. By graduation, the students will earn credentials to serve as Teacher Aides. As they transition to college to complete the bachelor degree and teaching certifications, GYO students will be hired by GISD to work in the Bilingual, ESL or Special Education program. Teacher candidates enrolled in Pathway 2 will work as Teacher Aides the Bilingual, ESL, or Special Education program while participating in the GYO project. The recruitment plan provides high performing Hispanic and African American aides to work with targeted programs throughout the project period and highly-qualified Hispanic teachers to instruct in the hard to fill positions for at least three years after the project ends.

For TEA Use Only:

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

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.

During planning meetings held in October of 2020, the Strategic Planning Teams developed search tools to ensure diverse, high quality candidates are selected to participate and receive stipends in the Grow Your Own project. The team utilized Student Recruitment to the Teaching Profession resources provided by the Texas Education Agency to research equitable best-practices for eliminating potential bias in the recruitment and selection process. The Strategic Planning Teams integrated strategies to eliminate biases into each stage of the three-step screening, interview, and selection process: (1) Screening and Application: GISD high school principals will recruit current teachers with the appropriate credentials to teach and receive stipends in the Education and Training pathway. Principals will recruit aides with 75 hours of college credit by May 15, 2021 to receive stipends in Pathway 2b. Principals will take into consideration recommendations to evaluate positive interpersonal skills, leadership traits, dedication, experience and qualifications. In addition to the standard GYO application, prospective candidates will be required to submit a one page diversity statement as part of the application process. The document will include experiences and commitments to diversity, values related to diversity and inclusiveness, and persistence in working with diverse populations. (2) Interview Process - Separate and distinctive interview questions were created for teachers applying to teach dual credit and Teacher Aides applying to earn teaching credentials. In addition, the team identified a set of open-ended interview questions based on the University of Iowa Selection Process. The five questions focus on job requirements and the applicant's ability to lead in a diverse academic community. Each question will be integrated into the existing interview plan to ensure the prospective candidate has the ability to customize learning for students qualifying to participate in targeted programs. (3) Selection Process - Based on educational research, a diverse interview team will be assembled to reduce bias in hiring. The search team will utilize the GYO rubric which includes scores for each phase of the process to select teachers teaching 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.

Greenville ISD and postsecondary partners have integrated resources and personnel into the design of the GYO, Cycle 4 program to support participants in persisting and excelling in their chosen career pathway.

- **PATHWAY 1:** An Education and Training pathway has been established at GISD high school campuses. The GYO program 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. Site coordinators receive stipends to recruit students, teach Education and Training courses, facilitate practicum experiences, and sponsor campus TAFE activities. The educator works with university counselors to assist students in meeting new content requirements, applying for scholarships, and transitioning into postsecondary coursework. The teachers are provided with stipends, extended planning periods, and laptops to facilitate GYO activities. Site coordinators attend training to conduct observations of teacher candidates. Foundation High School, Career and Technical Education, and GYO grant funding sources 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 an Education degree and Texas teacher certification. The program enables aides to continue teaching responsibilities at a GISD campus in a Bilingual, ESL or Special Education classroom while participating in the program. Texas A&M Commerce faculty provide extensive clinical support to ensure candidates complete certification and/or degree requirements. Cohort support includes remote class sessions, scheduled tutorials with real-time feedback, and 2 site visits each academic year. A GISD 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.

For TEA Use Only:

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

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.

GISD proposes to offer two educator preparation pathways leading to teacher certification and employment. Each pathway is designed to increase the number of highly qualified, diverse, and effective teachers and requires teacher candidates to return to teach in GISD for at least three years. The letter of support signed by the President of the GISD Board of Trustees outlines the district's dedication and commitment to each pathway of the proposed GYO project. Pathway 1: GISD will partner with Paris Junior College to offer dual credit Education and Training courses at Greenville High School. A copy of the GISD four year Education and Training career pathway including dual credit courses is attached. As a condition of receiving the stipend, each teacher will sign a MOU. The agreement requires the teacher to remain in the district for three years after the GYO project and requires the district to employ the teacher for the same time based upon satisfactory job performance on annual teacher evaluations. Pathway 2: GISD will partner with TAMU-Commerce to offer an opportunity for teacher aides to seek a standard teaching certification. Aides receive a stipend and continue employment while in the GYO program. As a condition of receiving the stipend, teacher candidates sign a MOU requiring the candidate to remain in the district for three years after earning teaching credentials and requiring the district to employ the teacher based on satisfactory evaluations.

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="1"/>	x \$5,500=	<input type="text" value="\$5500"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="1"/>	x \$11,000=	<input type="text" value="\$11,000"/>
Number of high schools <u>with</u> existing Education and Training courses in 2020-2021	<input type="text" value="2"/>	x \$8,000=	<input type="text" value="\$16,000"/>
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="2"/>	x \$10,000=	<input type="text" value="\$20,000"/>
Total Request for Pathway 1			<input type="text" value="\$52,500"/>

PATHWAY TWO

Check this box if you are applying for Pathways 1 and 2

Number of Pathway 2(a) candidates pursuing a teacher certification only	<input type="text"/>	x \$8,000=	<input type="text"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="6"/>	x \$19,000=	<input type="text" value="114,000"/>
Total Request for Pathways 1 and 2			<input type="text" value="166,500"/>

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

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 1 non-dual credit educator (Educ and Training)	\$5,000
2.	Stipend for 1 dual credit educator (Educ and Training)	\$10,000
3.	Stipend for 6 teacher candidates (bachelor and certification)	\$108,000
4.	Stipends- Mentor Teacher Stipends (Pathway 2 - \$1000/educator, 6 teachers)	\$6,000
5.		

Professional and Contracted Services

6.	Textbooks for teacher candidates (\$500/6 candidates)	\$3,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Consumable supplies/instructional materials/resources (Educ and Training courses & TAFE)	\$12,500
12.		
13.		
14.		

Other Operating Costs

15.	Travel costs state-provided professional development (\$3000/high school)	\$6,000
16.	Teacher and student memberships and event/conference participation costs (\$2000/HS)	\$4,000
17.	Candidate certification exam and test preparation costs (\$500/candidate, 6 candidates)	\$3,000

Capital Outlay

18.		
19.		
20.	5.414	\$145,000

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:
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"/>

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