



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.

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

3. Shared Services Arrangements

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

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
According to our historical attrition rates, the district has an average turnover rate that is over 30%. In 17-18, district turnover rate was 30%, 18-19, district teacher turnover rate was 34%, 19-20, turnover rate was 22%.	Our plan for addressing this need is to recruit individuals from our community that have shown their commitment to the district by serving in paraprofessional, instructional aide, or substitute positions. District will have 6 dedicated employees obtain an Associates of Arts in Teaching, then transfer to Texas Tech to obtain a bachelor's degree and/or teacher certification.
According to our TAPR, there is a need to recruit teachers who demographically representative of our Hispanic students. 36.5% of our teachers are Hispanic and it does not mirror the 73.6% of Hispanic students.	Our plan for addressing this need is to recruit candidates under Pathway 2b who are demographically representative of our student population.
According to our CTE Education and Training enrollment, there is a low interest in the teaching professional among our high school students. Only 2% students are enrolled in the Education and Teaching Pathway.	Our plan for addressing this need is to increase the number of students enrolled in the CTE Education and Teaching by incorporating recruitment and marketing strategies.

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.

Smart Goal:

By Fall of 2023, 100% of teacher candidates will have successfully completed their Bachelor's and passed their certification exam. We will have 6 new teachers locally grown, demographically representative who will be working in hard to staff areas. Our enrollment in the CTE Education and Training Pathway will have increased by 20%.

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 May 2021 -

Royal High School students will have completed the first course in the CTE Education and Training Pathway.

All teachers receiving the stipend will sign the MOU. Data will be reported to TEA by May 14, 2021.

Royal HS will distribute the TEA survey to all teachers and students enrolled in the existing Education and Training courses between May 1 and June, 2021. All stipend recipients, high school principals, and college/career counselors attend the TEA-led institute in June 2021.

Enrollment in the CTE Education and Training courses for Fall 2021 will increase by 5%.

All 6 pathway 2 candidates will be making adequate progress.

Recruited Pathway 2 candidates will be representative of student demographics.

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

By May 2022 -

The second quarter benchmarks were created to measure the programs progress:

Royal ISD will establish or grow a chapter of CTSO and participate in at least one competitive event.

Enrollment in the CTE Education and Training courses for Fall 2022 will increase by 8%.

Royal ISD will distribute TEA survey and report progress monitoring to TEA in June 2022.

All 6 candidates will be enrolled in Texas Tech or University of Houston and have passed their core content exams.

Third-Quarter Benchmark

By May 2023-

Third quarter benchmarks used to measure progress will include the following:

Royal High School students will have completed the third course in the CTE Education and Training Pathway.

All 6 candidates will have completed their bachelor's degree and/or teaching certification and will be serving as teachers of record.

Enrollment in the CTE Education and Training courses for Fall 2023 will increase by 7%.

Royal ISD will distribute TEA survey and report progress monitoring to TEA in January and June 2023.

Royal ISD will continue to grow the CTSO and participate in at least one competitive event.

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.

The district will collect data on a regular basis. Students enrolled in the Education and Training courses will have their academic data reviewed by the GYO committee as it becomes available. Sign-in sheets from the CTSO chapter will be available to monitor the number of participants in attendance. Instructional staff that are enrolled in courses to obtain a degree will be required to submit a printout of their course grades and provide an update from the Educator Preparation Program.

This data will be reviewed by stakeholders and will help stakeholders determine the following:

*Is the district on target to meet the identified benchmarks?

*Which benchmarks are at risk of not being met?

*What if any obstacles are putting the program at-risk?

*What solutions can be implemented to address the obstacles identified?

If it is determined that our data reviews show that data inconsistent with our SMART goal, adjustments will be made to the program. If needed an amendment will be submitted to TEA to receive authorization to modify the program. This is especially important since the funding allocated for this grant will be based on the number of teachers and paras/aides/substitutes that participate in the program.

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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.

The district will create a sustainability plan for the Grow Your Own Program beyond the timeline of the grant funding. The plan will be crafted on the initiatives developed during the first year of the Grow Your Own Program. Some of the action steps that will be taken during the initial year of funding to ensure sustainability include:

- *Solicit constant feedback from program participants through face to face interviews and/or surveys.
- *Continue fostering a strong relationship with our IHE partners
- *Search for other/additional resources such as local, state, and federal grants,
- *Secure buy-in from valuable stakeholders

The district will sustain the GYO program within the confines of the district budget utilizing local, state, and federal resources as permitted to sustain the program. The district will work towards developing a pathway from high school to a teacher preparation program

such as an advisory board, campus involvement, our postsecondary/IHE partnerships, interviews for returning students will ensure the sustainability of the program. Letter of support from school board will be provided to demonstrate district commitment and buy-in for the Grow Your Own Program beyond grant funding.

In addition, to support the district's current initiative to address the high teacher turnover rate, teacher mentors will be utilized to provide support and guidance to new teachers. Common planning and PLC times will be provided for teachers to work together to develop and review lesson plans. There is also a New Teacher Academy that the district is offering to provide additional support to all teachers with less than 2 years of experience. Hopefully, this will in turn decrease the 50% of new teachers that quit teaching during their first five years (<https://www2.ed.gov/documents/respect/teaching-profession-facts.doc>).

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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.

Recruitment for participants/candidates is a need addressed in campus and district needs assessments. This need is centered on teacher shortages as well as teacher turnover, as well as gaps in teacher/student demographics.

Recruitment will consist of the following:

- *Surveys will be administered to attract interest
- *Administrators will form a committee to select the high potential participants
- *Interest meetings will be held to share program details and explain financial support

Selection: The district will incorporate a researched-based process to select the appropriate individuals. When selecting for a teacher of record for the Education and Training courses, priority will be given to those demonstrating an overall Distinguished or higher rating. Additionally, teachers that demonstrate a successful record of measurable student achievement; involvement in student organizations and activities; and a desire to build relationships with the district will be selected to participate.

Pathway 2:

When selecting paras/aides/substitutes, the district will first ensure that the candidates meet the minimum requirements:

- *Not hold a Texas teacher certification or currently be the teacher of record of any position they intent to fill after certification
- *All candidates must have the capacity to graduate with a bachelor's degree and/or teacher certification during the timeline stipulated in the grant.
- *Must be able to serve as a full-time teacher of record beginning in Fall 2023.

All candidates: must be employed by the district during the 2020-2021 school year and cannot be a new employee of the district during the 2021-2022 school year

All candidates: must have been serving in a capacity in which the majority of their time is spent assisting certified teachers in instructional activities.

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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.

Once the paras/aides/substitutes have been identified from the pool of eligible candidates, the district will rank the candidates based on experience and proficiency by utilizing a rubric that will help to score the candidates. The experience of each candidate will be based on the number of years as a para/aide/substitute, student persistence, specializing in a hard to staff area, community involvement and more.

For proficiency, the district will look at accomplishment of goals, classroom management, attendance rates, student grades, student pass rates etc. These results will be combined to rank the candidates with additional points to be provided for the candidates that help to address the diversity of the teacher population needed.

After the preliminary process is complete, the candidates will participate in a final interview to ensure that the district selects the appropriate individual to take part in this program. If for some reason, a candidate cannot commit once selected, the district will continue the process to choose another qualified individual.

priority to areas that are hard to staff such as bilingual, sped
Introduction - diversified teaching practices, meet needs of diverse students
EDUC 1301 Introduction to Teaching: International Studies
EDUC 2301 Intro to Special Populations: International Studies

use verbiage from flyer that Dr. Seals sent for - EDUC 1301

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.

The district is fully committed to this program. Therefore, all program participants that receive stipends will be given assistance and support from district administration in order to:

- *fulfill responsibilities
- *persist successfully in the program, and
- *excel in the role as specified.

Specific support for potential career pathways, resource supports, and personnel supports can be seen below:

First, each participant will meet with district administration on a monthly basis to discuss progress, obstacles, and/or solutions. The teacher of record that is providing Education and Training Instruction, will be provided access to additional trainings that will help him/her to strengthen the connection students have to the teaching field. In addition, grant funds will be utilized to purchase any supplies and curriculum they need to ensure the course (s) can be properly conducted.

In addition, Pathway 2 candidates that are working to obtain bachelor's degree and/or teacher certification will be assigned a teacher that will serve as a mentor for the participants as well as a IHE mentor from Lone Star College, and the support of the site coordinator. The teacher will meet with the participants on a weekly basis to help them address any issues they may be facing. In addition, the participants will also be able to shadow the teacher and obtain experience in lesson planning, classroom management, and more. Once the participants have received their degree and/or teacher certification, the participants will continue to be mentored. Time will be provided for the participant's teacher mentor to conduct classroom visits so that the mentor can provide feedback, modeling, coaching, and any additional support as needed.

Additionally, candidates will continue to receive the support of their paraprofessional salary, release time to focus on student teaching, support for certification exams - TExES, Science of Teaching Reading
Support of a mentor teacher, Lone Star, District Site coordinator, paraprofessional salary, release time to focus on student teaching, support for certification exam, TeXes,, Science of teaching reading, EdTPA, test preparation support

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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.

The candidates selected to participate in the GYO program will be held to high expectations and expected to comply with all requirements of the IHE programs and the district GYO program. Candidates will understand that by accepting the grant funds they are acknowledging that continuing to receive grant funds will be contingent upon their academic performance. This includes maintaining Teachers that agree to be part of the program will be required to sign a MOU which will commit them to continue their employment with the district for a minimum of three (3) years as a condition of receiving the stipend, as well as, state that the district will commit to hiring/retaining each participant that completes the program and demonstrates effective job performance. The teachers/candidates will be informed that the MOU is a condition set forth by TEA. If the teacher cannot commit, another teacher will have to be selected.

Continued received of grant will be based on academic 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="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"/>	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="1"/>	x \$8,000=	<input type="text" value="8000"/>
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"/>	x \$10,000=	<input type="text"/>
Total Request for Pathway 1			<input type="text" value="13500"/>

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="0"/>	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="114000"/>
Total Request for Pathways 1 and 2			<input type="text" value="127500"/>

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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 the Education and Training Courses teacher of record	\$5000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Participants' bachelor's degree and certification tuition cost	114000
7.	CTSO teacher and student memberships and event/conference registration costs	\$500
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and instructional materials to implement and grow the Education and Training progra	\$5000
12.		
13.		
14.		

Other Operating Costs

15.	Teacher and student travel cost associated with the CTSSO conference/event	\$500
16.	Travel costs to travel to the June 2021 TEA-led Teacher institute	\$2500
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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