



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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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
Data shows that only 1% of our freshman declared Education and Training as a graduation endorsement. Data also shows a 50% decline in enrollment from our current 12th grader cohort to our current 9th grade cohort.	GCCISD will support growth in student enrollment for our CTE Education and Training cluster program by recruiting for our newly created Career Academy of Future Educators (CAFE) and other traditional high school programs. CTSO participation will increase as GCCISD provides additional funding for student registration and event participation.
Data shows a diversity gap in our current teacher to student demographics. Presently we have a gap in our Hispanic teacher (23%) to student (64%) population.	Marketing materials will target those who are underrepresented in our current teacher demographics for Pathways 1 & 2. We will commit to hiring our "Grow Our Own" students as paraprofessionals while they complete the degree.
Data shows our average Bilingual Teacher vacancy rates have increased to 22% this year as compared to 11% in previous years. 39 teachers are currently on a Bilingual waiver.	GCCISD will provide support and incentives to competent paraprofessionals and degreed substitutes to become certified teachers in Bilingual education and other critical shortage areas.

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 Fall of 2021 we will increase student enrollment in our Education and Training pathways by 15%. By Fall of 2020 we will also increase our student enrollment in TAFE and FCCLA by 10% to mirror more closely our current student demographics.

Pathway 2: By June 2023, 100% of the selected candidates in Pathway 2 will complete their degree/certification.

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: Student Ambassadors and CTE specialist will actively recruit incoming 9th – 11th grade students for the Career Academy of Future Education and Education and Training pathway through the course selection process, career night, and junior school visits. District and campus personnel will continue to recruit students who match demographic gaps to participate in spring TAFE or FCCLA events.

Pathway 2: Active recruitment and selection of six candidates based on a rubric of priority criteria and show proof of being officially accepted to the program; and, attendance at the initial cohort meeting where candidates are required to: sign the program MOU, select a campus to complete observation hours, and register for test prep courses.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Pathway 1: Student ambassadors will continue to actively recruit students for the Education and Training pathway and Career Academy for Future Educators through the remaining time of the course selection process, career night and junior school visits. CTE Department will ensure that TAFE and FCCLA members have the opportunity to compete in contests and leadership events. Our Career Academy for Future Educators will include student's 9th – 12th grade cohorts.

Pathway 2: Candidates review and submit proof of completed coursework and progress towards degree or certification. Candidates register for TExES(s) and complete 15 hours of observation on a GCCISD campus in their discipline. Schedule Fall Cohort Dates.

Third-Quarter Benchmark

Pathway 1: A recruitment time line is revised to ensure another successful year of recruitment for the 2022-2023 school year.

Pathway 2: Candidates review and submit proof of completed coursework and progress towards degree or certification. Candidates apply for spring internship, complete additional 15 hours of observation on a GCCISD campus. Schedule Spring cohort dates.

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.

Pathway 1: Benchmark 1 – Upon reviewing enrollment data, if there is limited student, or if demographics don't mirror district population, then the career academy advisory board will work with the campus personnel to identify students who have expressed an interest in the Education & Training pathway to meet with them individually. Student success data will be reviewed in order to determine academic needs of students to ensure that they are college ready and able to complete their CTE courses in their designated graduation pathway. The advisory board will determine the best actions to target any gaps found.

Pathway 2: In the event that there are not six qualified candidates, repeat the recruitment process to gain the rest. We will offer certification only candidates an option to complete an alternative certification program via Texas Teachers. If needed, a second cohort will begin in the Fall. Candidates not progressing with the program will meet with University advisors and District officials as needed for additional assistance. Additional observation hours will be allowed during the summer school to meet those requirements. Additional preparation materials and reviews will be provided to assist in passing certification exams. Cohort study sessions will be allowed during designated PLC days.

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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.

Pathway 1:

The Career Academy of Future Educators (CAFÉ) began in the 2020-2021 school year at Ross S. Sterling High School with a strong foundation of 9th – 11th grade students. The following year, the cohorts will continue to grow with a full 4-year career academy. All GCCISD career academies follow the National Standards of Practice for the National Career Academy Coalition (NCAC), which gives us 10 guidelines to help build a solid, successful career academy. Ross S. Sterling currently has a Health Science Academy that is nationally designated as a Model Career Academy through NCAC and are currently near maximum capacity with a very strong collaboration of academic and CTE career academy teachers. RSS also has a strong Alumni staff with 38 current staff members returning to serve the students at the high school they attended. Even the principal is an Alumni dedicated to hiring future Alumni. Teachers will be given the opportunity for multiple levels of professional development within the career academy model. Additionally, the Education & Training (E&T) pathways and CTSO opportunities will continue to be available on Goose Creek Memorial and Robert E. Lee High School campuses for students who choose the E&T Program of Study later in high school. The Education and Training cluster has a strong advisory board and work site partners that will continue to allow our students to experience work-based learning. New work sites include Bay Area Rehabilitation where students will get to work with special education students transitioning out of high school. Additionally, retired mentor teachers also work with our students for various projects.

Pathway 2:

We will continue to work with the University to help paras complete their student teaching requirements while being employed by the district and provide substitutes release time when needed. We will also bring the University advisors to the district to provide support for long-term substitutes wanting to complete their certifications.

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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:

The Education and Training pathway in GCCISD started in 2008 with the purpose of growing our own teachers. Teachers for the Academy were selected from current staff who have demonstrated evidence in strong student-centered classrooms with high academic success. The current CTE Education and Training teachers have the highest enrollment in the district and have a long-standing commitment to the district. Academy 101 training is required for all new career academy teachers both academic and core. Afternoon PLC time will be dedicated 2-3 days a week for interdisciplinary planning/academy grade level meetings. CTE Specialist provides on-going support for teachers and also assists with counseling and cohort scheduling. GCCISD has a long-standing partnership with our local community college, Lee College, for dual credit. Dual Credit/ Master Teachers will be recruited in the future to allow our Academy students the opportunity to earn an associate degree in High School. New hires with the ability to teach Dual Credit courses will be given the priority in the hiring process. All future candidates must show a proven record of increased student achievement and demonstrate a mini lesson during the interview process. They must also show evidence of leadership in student organization and provide consistent strong evaluations on their appraisals. They must demonstrate a strong student-teacher relationship and mirror the diversity of the student population.

Pathway 2:

Recruitment:

- Identify all current eligible candidates using district data (375).
- Identify all long-term substitutes who have bachelor's degrees.
- Email all potential candidates an invitation to an interest meeting with University Advisors.
- Obtain a list from the university of current aides in the program.
- Email principals and have them recommend candidates.
- Provide information on our district newsletter.

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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.

Pathway 1:

All students are eligible to apply for the Career Academy for Future Educators (CAFÉ). If more students apply for the Career Academy for Future Educators than can be accommodated, a lottery system will be used to select students based upon district demographic proportionality.

Pathway 2:

Interested candidates must complete an application and a letter of recommendation from the teacher they support or the campus principal/assistant principal. A rubric will be used to determine the eligible 6 candidates:

1. Priority points for individuals pursuing certification in our hard to fill areas, such as Bilingual, SPED and ESL.
2. Priority points given to Hispanic candidates to close the demographic gap between Teacher (23%) and student (64%) population.
3. Priority points given to individuals with more years working in the district.
4. Priority points given to candidates who have high GPA and hours in college course work.
5. Priority points given for high scores on their written statement stating why they would like to become a teacher in the content area. Statements must demonstrate a passion for teaching, desire to help students, and experience that has helped them prepare for the position.

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.

Pathway 2:

Candidates will be supported throughout the process from the beginning to the end of induction.

- 1). Cohort meetings will be developed to review and assess progress in the program.
- 2). Test prep sessions will be held to prepare candidates for exams.
- 3). PLC days will be provided to create study groups by content area.
- 4). University advisors will meet with candidates quarterly.
- 5). Release time will be available to sit for exams.
- 6). All campuses will be available to complete field observation hours.
- 7). New Teacher Inductions with a mentor will be available their 1st full year of teaching.
- 8). Lead Mentors on campus will facilitate a yearlong book study on classroom management.
- 9). All second-year teachers will attend Behavior 101 to support their classroom management plan.

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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.

Each cohort member will sign an MOU agreeing to the following:

- 1). Obtain a teacher's certification in either Bilingual, SPED or ESL by the beginning of the 2023-2024 school year
- 2). Attend all cohort meetings
- 3). Attend content review classes in order to pass all required TExES exams
- 4). Complete all coursework and observations on time
- 5). Complete Clinical student teaching requirements.
- 6). Teach in the required certification area for a minimum of 3 consecutive years in

GCCISD

The district will commit to hiring/retaining candidates who successfully complete the program.

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 4 x \$5,500= 22,000

Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit 0 x \$11,000= 0

Number of high schools with existing Education and Training courses in 2020-2021 3 x \$8,000= 24,000

Number of high schools without existing Education and Training courses in 2020-2021 0 x \$10,000= 0

Number of high schools offering dual credit Education and Training courses in 2021-2023 0 x \$10,000= 0

Total Request for Pathway 1 46,000

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 2 x \$8,000= 16,000

Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification 4 x \$19,000= 76,000

Total Request for Pathways 1 and 2 138,000

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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 for Pathway 1 Candidates	\$20,000
2.	Stipends for Pathway 2 Candidates	\$87,000
3.		
4.		
5.		

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Test Preparation Materials for certification exams	\$2,000
12.	Consumables supplies and instructional materials for existing programs	\$9,000
13.		
14.		

Other Operating Costs

15.	Exam fee for Pathway 2 candidates	\$3,000
16.	Travel for TEA-led Teacher Institute	\$9,000
17.	Teacher and Student memberships and event/conference participation and travel	\$7,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended **Negotiated Change or Amendment**

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