



2018-2019 Grow Your Own Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID [redacted]

Three copies of the application are required to be submitted. One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

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Grant Information

Grant Period **04/13/2018** to **05/31/2020** (Pathways 1 and 2)

04/13/2018 to **06/30/2019** (Pathway 3)

Program Authority **GAA, Article III, Rider 41, 85th Texas Legislature**

Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed. Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

Applicant Information

Name **Education Service Center, Region 2** CDN or Vendor ID **178950** ESC # **2** Campus # [] DUNS # **076926153**

Address **209 N Water Street** City **Corpus Christi** ZIP **78401** Phone **361-561-8400**

Primary Contact **Dr. Rick Alvarado** Email **rick.alvarado@esc2.us**

Secondary Contact **Ryan Johnston** Email **ryan.johnston@esc2.us**

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:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title **Rick Alvarado** Signature [Signature] Date **03-09-18**

Grant Writer Name **Patricia Thornton** Signature [Signature] Date **3/8/18**

- Grant writer is an employee of the applicant organization.
- Grant writer is not an employee of the applicant organization.

701-18-106-055

FA # **701-18-106** SAS # **277-18**

2018-2019 Grow Your Own Grant Program

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into 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.
 SSAs are not permitted for this grant.

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
40% of LEAs surveyed stated that they currently do not offer Education & Training courses and related CTSOs.	The SSA will provide training and technical assistance that supports the implementation of the Instructional Practices and/or Practicum in Education and Training courses and related CTSO (TAFE/FCCLA) activities.
75% of LEAs surveyed stated that attracting teacher candidates was an essential priority for developing a Grow Your Own program.	The SSA will ensure that a systematic and informed targeted recruitment and selection process includes strategies to pool teacher candidates for both Pathway 1 and Pathway 2.
90% of LEAs surveyed stated that supporting teacher candidates and retaining teacher candidates were high priorities.	For Pathway 2, the SSA will provide sustained and rigorous scientifically-based curriculum in an authentic school setting that supports candidates' development of planning and delivery, student learning, content knowledge and expertise, data-drive practice, and professional practices and responsibilities.

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 May 2019, 100% of LEAs will offer the Education and Training course(s) and participate in at least one competitive CTSO (TAFE/FCCLA) event.

Pathway 2:
 By May 2020, 100% of teacher candidates will successfully complete the Educator Preparation Program (EPP) with a minimum 95% pass rate on the TeXes certification exams.

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 Benchmarks: (1) Number of teacher candidates enrolled in a master's degree program and attending courses, (2) Number of students enrolled and attending each education and training course, (3) Number of students participating in at least one CTSO (TAFE/FCCLA) activity or event.

Pathway 2 Benchmarks: (1) Number of teacher candidates enrolled in a bachelor's degree program and attending courses, and (2) Number of teacher candidates enrolled and attending the EPP.

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

Pathway 1 Benchmarks : (1) Number of teacher candidates enrolled in a master's degree program and courses completions (2) Number of students enrolled and attending each education and training course, (3) Number of students completing each course in the Education and Training sequence, and (4) Number of students participating in at least one CTSO (TAFE/FCCLA) activity or event.

Pathway 2 Benchmarks: (1) Number of teacher candidates enrolled in a bachelor's degree program and courses completions, (2) Number of teacher candidates enrolled and attending the EPP, and (3) Number and type of teacher certificates awarded to candidates.

Third-Quarter Benchmark:

Pathway 1 Benchmarks: (1) Number of M.EDs awarded, (2) Number of students enrolled and attending each education and training course, (3) Number of students completing each course in the Education and Training sequence, (4) Number of students participating in at least one CTSO (TAFE/FCCLA) activity or event, and (5) Number of trainings and technical assistance hours offered to support the implementation of the Education and Training courses.

Pathway 2 Benchmarks: (1) Number of bachelor's degrees awarded, (2) Number of teacher candidates completing the EPP, (3) Number and type of teacher certificates awarded to candidates, and (4) Number of contacts and contact hours to support and mentor teacher candidates participating in the EPP.

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 program evaluation will assess teacher candidates' perception of the project activities, identify the project's impact, and monitor the activities to demonstrate success. To assess the degree to which project goals are achieved the following process evaluation data will be collected for project activities and used for the overall program evaluation: (1) Pathway 1 and Pathway 2 benchmark data, (2) measure of student participation and engagement in CTSO (TAFE/FCCLA) activities and/or events, (4) number of teacher candidates placed in full-time teaching positions, (5) demographic information of teacher candidates, (6) teacher candidates survey results, (7) EPP mentor survey results, and (8) TeXes scores and passing rates for each administration.

As data is collected, program staff will evaluate the program using the following process questions at each benchmark to determine if modifications are needed: (1) Are the activities being performed as planned? (2) Is the project reaching the intended target population? (3) How satisfied are the LEAs and teacher candidates with their involvement in this project? (4) How should the planned activities be modified to work better? (5) What lessons can we learn from the way in which the project is unfolding? When modifications to the project seem necessary, the following questions will be used to document the lessons learned and implement new strategies needed to course correct: (1) What can be done differently to complete the project more effectively? (2) What key changes can be made to the project to enhance the achievement of goals? (3) What are the lessons learned for the future? (4) What outcomes should be considered to repeat effective strategies or conduct the project again in the future?

The overall program evaluation will assess the extent to which the project has achieved its intended effects, and other effects it could have had on the teacher candidates or the LEAs. To assess the degree to which project goals are achieved data will be collected for program activities to answer the following questions: (1) Did the project reach the intended number of teacher candidates and high school students? (2) Did the project provide the planned activities? (3) Did the activities lead to the expected products? (4) Were there any unexpected products?

Statutory/Program Requirements

1. Describe your plan for the implementation of the Education and Training courses, Instructional Practices and/or Practicum in Education and Training, and CTSO (TAFE/FCCLA) chapter at participating LEA high schools.

Course and CTSO implementation for the SSA will depend on participating LEAs' current course offerings. For instance, some participating LEAs currently offer the Education and Training courses and required CTSO (TAFE/FCCLA). Therefore, the SSA's role will be to ensure that these LEAs continue to offer the required course(s) and CTSO while transiting to the dual-credit course design.

For LEAs who currently do not offer the Education and Training courses, Instructional Practices and/or Practicum in Education and Training, and CTSO (TAFE/FCCLA) chapter at participating LEA high schools the following four-phase process will be used. The process starts with "non-use" of the new course(s) and ends with "refined use" (Hall & Hord, 2006). This process will ensure that teachers implementing the Education and Training course(s) are provided with support at each phase.

1) Phase 1 (Summer 2018): LEAs will provide teachers with detailed information on the Education and Training courses and required CTSO along with pedagogical approach, instructional and assessment strategies, scope and sequence, etc. To support LEAs, the SSA will provide workshops/presentations on the Education and Training courses and required CTSO with examples of curriculum and materials to use. Success will be demonstrated by teachers understanding the new course(s) and how it compares to current practices.

2) Phase 2 (Fall 2018): LEAs will offer the course(s) and CTSO to students. LEAs will provide teachers with support that focuses on the day-to-day teaching of the lessons and growing more familiar with the program. Teachers will be able to seek guidance and technical assistance from both the SSA and LEA on making adjustments to curriculum and managing materials. Teachers will practice teaching lessons and be encouraged to collaborate with and observe other teachers in the SSA. Success will be demonstrated by teachers using the various components of the course(s) and CTSO, and have a handle on course(s) and CTSO logistics.

3) Phase 3 (Spring 2019): LEAs will provide teachers will continued support in developing the new course(s) and CTSO. The LEA will also provide teachers with opportunities to discuss issues related to the new course(s) and CTSO and share this feedback with the SSA. Teacher needs will be met through meetings with LEA administration and staff, SSA staff, and department/grade level meetings. Success will be demonstrated by evidence of teachers teaching the course(s) and CTSO consistently and regularly with effective modifications.

4) Phase 4 (Summer 2019): The SSA, LEAs and teachers will reflect on how the program affects student learning. A summative evaluation will be used to examine student outcomes. The evaluation will provide LEAs and teachers with opportunities to assess the impact of the new course(s) and CTSO and differentiation strategies to meet the needs of all students. Teachers' needs will be met through meetings with LEA data, and department/grade level meetings to examine data and student work. Success will be demonstrated by evidence of teachers continually refining their use of the course(s) and CTSO to improve student learning.

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 any pathway individually or for Pathways 1 and 2 together. Pathway 3 cannot be combined with any other pathway. Refer to the program guidelines for information on restrictions to the maximum number of participants.

Pathway 1

Check this box to apply for grant funding under Pathway 1.

Number of participants 7 times \$13,000 91,000

Pathway 2

Check this box to apply for grant funding under Pathway 2.

Number of participants pursuing BA and certification 16 times \$11,000 176,000

Number of participants pursuing certification only 14 times \$5,500 77,000

Total of above two lines 253,000

Pathway 3

Check this box to apply for grant funding under Pathway 3.

Number of participants times \$22,000

Education/Training Courses and Related CTSO Participation and Events

Number of high schools 4 times \$3,000 12,000

Funding Request

Pathway 1 91,000

Pathway 2 253,000

Pathway 3

Education and training courses 12,000

Total grant funds requested 356,000

Statutory/Program Assurances: All Pathways

The applicant assures that each high school campus within the participating LEA will offer the Instructional Practices and/or Practicum in Education and Training courses of the Education and Training course sequence.

The applicant assures the each high school campus within the participating LEA will establish or continue a chapter of a

CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.

Statutory/Program Assurances: Pathway 1

The applicant assures that LEA campus participants will establish or continue a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.

The LEA assures its participation in an initial TEA Teacher Institute on or around June 12-14, 2018, with participants

including Education and Training course teachers, campus principals and college/career counselors. Principals and counselors will only be required to attend on June 12.

Statutory/Program Assurances: Pathway 3

The applicant assures that the clinical teaching assignment is one academic year (28 weeks minimum) in length.

The applicant assures that the IHE/EPP provides residents with with teacher certification; evidence-based coursework; and an opportunity to practice and be evaluated in a school setting.

The applicant assures that the IHE/EPP provides residents with in-person and on-site coaching and evaluation, with at

least five on-site observation and feedback cycles per semester, at least two of which include the observation of a full lesson.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

	Description of Activity or Cost	Amount Budgeted
1.	Stipends for teacher candidates pursuing a master's degree	70,000
2.	Stipends for teacher candidates pursuing BA and certification	160,000
3.	Stipends for teacher candidates pursuing certification only	70,000
4.	Program personnel and materials	31,080
5.	Indirect Costs	24,920
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Total grant award requested		356,000

**Grow Your Own Grant
Pathway 1 Grow Your Own Program Attachment**

Pathway 1: Master's Degree Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

The number of participants in the SSA is 7.

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select quality teachers who will facilitate the Education and Training course sequence and receive grant funds to pursue their master's degree.

The plan must address their process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, etc.

The plan must also address how the applicant has considered the following in their recruitment strategy: experience and proficiency of teachers and field-experience-classroom teachers, degree to which the diversity of teacher population mirrors that of the student population, and teachers and field-experience-classroom teachers in traditionally hard-to-staff areas.

The plan should also include a description of the Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

Recruitment: The SSA in partnership with participating LEAs will use the following strategies for recruiting teacher candidates for Pathway 1:

- (1) School-wide surveys to attract interest.
- (2) LEA staff training on the Education and Training CTE program of study, and how to implement a coherent sequence of courses that includes dual-credit opportunities.
- (3) Promise of financial support, and how teacher stipends will work in the SSA.

Application Process: LEAs participating will publicize the process to apply for Pathway 1 using a variety of methods in order to allow staff to submit an application within the given timeline. At a minimum, the LEA will send an email to all staff and post information about the project on their school website. Applications will be accepted based on meeting the following criteria:

- (1) Bachelor's degree with a minimum 3.0 GPA,
- (2) Letter of acceptance into IHE
- (3) Must hold a standard or life teacher certificate in the state of Texas,
- (4) Currently employed as a teacher at the LEA,
- (5) May not hold a master's degree in Education or have at least 18 hours in education courses at the graduate level, and
- (6) Three references from colleagues.

Shortlisting: If the LEAs has more applicants than teacher candidate slots available, it will shortlist applicants against the following criteria using a rubric designed by all members of the SSA:

- (1) LEAs will use data reported in various student data systems to determine if the teacher candidate has a demonstrated track record of measureable student achievement.
- (2) As part of the application process, teacher candidates will provide evidence of involvement in student organizations. Teacher candidate will receive points based on the number of years and types of student organizations (i.e. CTSO, UIL, etc.).
- (3) The years of service at the LEA, and
- (4) Strong evaluation ratings.

If an applicant does not meet all of the essential criteria then they will not be shortlisted.

Final Review & Selection: LEA staff will remain objective throughout the recruitment and selection process, and will use a panel of at least three administrators or teacher leaders to make the final selection based on the following criteria:

- (1) The overall experience and proficiency of the candidate, and
- (2) The degree to which the diversity of teacher candidate mirrors that of the student population.

Once applicants have been decided upon, the LEA will contact them to offer slots and completion of the MOU.

Memorandum of Understanding (MOU): A MOU will be used to commit the teacher candidate to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend. The MOU will identify the teacher candidate's LEA as the primary lead liaison for the Grow Your Own program, with ESC-2 as the secondary point of contact. The LEA will service as the contact for daily program operations and service delivery operations, while the ESC-2 will serve as the contact for fiscal and budgetary matters, programmatic matters, and program monitoring. The MOU will also outline terms of agreement such as term, renewal and exit criteria, enrollment, selection, responsibilities, employment, and stipends.

IHE and LEA Partnership: Applicant must describe the plan to develop a partnership between the IHE and LEA.

The plan must include an explanation of the potential partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits. The plan must also include a description of the intended timeline to develop the dual credit partnership by the time of the participant's successful completion of the master's degree program.

LEAs members in the SSA have the potential to partner with the following IHEs for dual credit opportunities in our region:

- Texas A&M University – Corpus Christi,
- Texas A&M University – Kingsville,
- Delmar College, and
- Coastal Bend College

LEAs will begin the process for developing the dual credit partnership at the start of the grant program. The SSA will facilitate this process by ensuring the following tasks are completed:

- (1) Informal and formalized meetings between LEAs and IHEs to allow for opportunities for effective planning and dealing with barriers,
- (2) Develop and implement a TSI assessment plan,
- (3) Determine mechanics of course delivery,
- (4) Implement the program, and

(5) Build capacity.

Prior to students receiving dual credit for courses, the LEA and an IHE will enter into a partnership formalized in a Dual Credit Agreement after the teacher candidate completes at least 18 hours of education courses at the graduate level. This agreement will spell out the roles of the partners in providing dual credit courses to high school students.

Below is an estimated timeline:

- SSA Dual-Credit Planning Meeting (30-days after grant begin date)
- SSA Facilitated meeting with LEAs and area IHEs (90-days after grant begin date)
- Teacher candidates begin coursework (est. 120-days after grant begin date)
- Individualized meetings between LEAs and IHEs to develop MOU agreements for dual credit course(s) (est. 12-24 months after grant begin date)
- Finalized MOUs between LEAs and IHEs (on or about May 31, 2020)

Student Recruitment: Applicant must articulate how they plan to recruit students to participate in the Education and Training course pathway.

The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.

The plan must also include a description of how the LEA leadership (district and school based) and staff will motivate students to enter and persist in the Education and Training courses.

The SSA's plan to recruit students to participate in the Education and Training course pathway includes student recruitment strategies, targeting specific student subpopulations, and providing professional development and technical assistance to LEA leadership and staff.

Student recruitment strategies that LEAs will use include, but are not limited to:

- (1) Issue a personal invitation to students to attend an Education and Training course or activity in the class.
- (2) Create invitations for students to attend the class or activity and hand them out in the hallway randomly. Invite them to bring a friend.
- (3) Make presentations indicating that the LEA is seeking students who are interested in taking an education and training class.
- (4) Put up bulletin board displays in a conspicuous area recruiting students for the class.
- (5) Talk with counselors and ask them for recommendations for the Education and Training course(s).
- (6) Require all middle school students to take a mini-course through the technical education areas.

Diverse student groups that LEAs will target for recruitment include, but are not limited to:

- (1) Students by gender (i.e. nontraditional participation and/or completion).
- (2) Students by ethnicity.
- (3) Students by subpopulation (i.e. disability status, economically disadvantaged, single parents, displaced homemakers, limited English proficient, and migrant status).

The SSA will also deliver professional development and technical assistance to LEA leadership and staff to

help motivate students to enter and persist in the Education and Training courses. Topics include, but are not limited to:

- (1) Identifying student interests in education careers through school surveys, counseling, motivational workshops, and financial aid support.
- (2) Delivering aggressive recruitment activities, such as holding orientations, sponsoring CTSOs (TAFE/FCCLA) activities and events, and conduct both targeted and broad-spectrum recruitment activities.
- (3) Using up-to-date, gender-neutral curriculum and guidance materials.
- (4) Working with peer groups to target influential students and student leaders.
- (5) Developing student and parent guides that explain the advantages of careers in education using a core message about CTE developed by the LEA.
- (6) Developing an advocacy page on the LEA's website that provides materials about the Education and Training program of study and the Grow Your Own program.

Grow Your Own Grant
Pathway 2 Grow Your Own Program Attachment

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitutes who will participate in the program and receive the stipend.

The number of participants in the SSA pursuing BA and certification is 16.
The number of participants in the SSA pursuing certification only is 14.

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select high potential paraprofessionals, instructional aides and/or long-term substitutes to participate in the program and receive the grant stipend to pursue their bachelor's degree and/or teacher certification.

The plan must address their process for identifying participants, with potential indicators including evaluation ratings, involvement in school activities, recommendations from colleagues, etc.

The plan must also address how the applicant has considered the following in their recruitment strategy: pursuit of certification in hard-to-staff areas and degree to which the diversity of the teacher population mirrors that of the student population.

The plan must also include a description of the Memorandum of Understanding (MOU) in which the paraprofessional, instructional aide, and/or long-term substitute commits 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.

Recruitment: The SSA in partnership with participating LEAs will use the following strategies for recruiting teacher candidates for Pathway 2:

- (1) School-wide surveys to attract interest.
- (2) LEA staff training on the Grow Your Own program, and options available for becoming a certified teacher.
- (3) Promise of financial support, and how teacher stipends will work in the SSA.

Application Process: LEAs participating will publicize the process to apply for Pathway 2 using a variety of methods in order to allow staff to submit an application within the given timeline. At a minimum, the LEA will send an email to all staff and post information about the project on their school website. Applications will be accepted based on meeting the following criteria:

Participants in the SSA pursuing BA and certification:

- (1) Currently enrolled in a Bachelor's degree program,
- (2) Transcripts must demonstrate evidence of completed core coursework with a minimum 3.0 GPA,
- (3) Must not hold a standard or life teacher certificate in the state of Texas,
- (4) Currently employed as a paraprofessionals, instructional aides and/or long-term substitutes at the LEA, serving in a capacity in which the majority of their time is spent assisting certified teachers in instructional activities,
- (5) Three references from colleagues.

Participants in the SSA pursuing certification only:

- (1) Bachelor's degree with a minimum 3.0 GPA,
- (2) Must not hold a standard or life teacher certificate in the state of Texas,
- (3) Currently employed as a paraprofessionals, instructional aides and/or long-term substitutes at the LEA, serving in a capacity in which the majority of their time is spent assisting certified teachers in instructional activities,
- (4) Three references from colleagues.

Shortlisting: If the LEAs has more applicants than teacher candidate slots available, it will shortlist applicants against the following criteria using a rubric designed by all members of the SSA:

- (1) LEAs will use data reported in various evaluation ratings,
- (2) As part of the application process, teacher candidates will provide evidence of involvement in school activities. Teacher candidates will receive points based on the number of years and types of school activities.
- (3) The years of service at the LEA, and
- (4) Strong evaluation ratings.

If an applicant does not meet all of the essential criteria then they will not be shortlisted.

Final Review & Selection: LEA staff will remain objective throughout the recruitment and selection process, and will use a panel of at least three administrators or teacher leaders to make the final selection based on the following criteria:

- (1) The overall experience and proficiency of the candidate, and
- (2) The degree to which the diversity of teacher candidate mirrors that of the student population.

Once applicants have been decided upon, the LEA will contact them to offer slots and completion of the MOU.

Memorandum of Understanding (MOU): A MOU will be used to commit the teacher candidate to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend. The MOU will identify the teacher candidate's LEA as the primary lead liaison for the Grow Your Own program, with ESC-2 as the secondary point of contact. The LEA will service as the contact for daily program operations and service delivery operations, while the ESC-2 will serve as the contact for fiscal and budgetary matters, programmatic matters, and program monitoring. The MOU will also outline terms of agreement such as term, renewal and exit criteria, enrollment, selection, responsibilities, employment, and stipends.

Shared Services Arrangement Attachment

Fiscal Agent	County-District Number
Education Service Center, Region 2	178950
Member LEA	
Pawnee ISD	013902
Ben Bolt-Palito Blanco ISD	125902
Bishop CISD	178902
Flour Bluff ISD	178914
Banquete ISD	178913

