



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
Lack of Staff Diversity: PfISD's student population consists of 48.2% Hispanic and 18.5% African American whereas 65.5% of PfISD teaching staff is White.	PfISD will conduct a weighted lottery system to ensure that student demographics are a major component to the recruitment process, which will expand diversity in the pipeline of prospective teachers.
Percentage of students who were enrolled in the Education + Training CTE Program has decreased by 48% from the 2017-2018 school year to the 2019-2020 school year	PfISD is creating our first PTECH program in Education based on Workforce Solutions Capital Area data that shows education careers are one of the fastest growing career areas with a 27% increase. PfISD will conduct a solid recruitment plan in order to increase the Education+Training student numbers.
Pflugerville ISD currently does not have an Education and Training Dual Credit Pathway that enables PfISD to "grow our own" teachers derived from our student population that would reflect our own demographics	PfISD will develop our Pfuture Teachers Academy PTECH program to create a dual credit pathway in addition to the Education + Training CTE Program that enables students to obtain an AAT degree + Educational Aide I certification and have a guaranteed opportunity to apply for a PfISD paraprofessional position.

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: Starting in the 2021-2022 school year, PfISD will be onboarding a new teacher academy PTECH, which will move the district toward opportunity to hire a higher percentage of Hispanic and African American teachers. By the end of the grant period, PfISD will have 50 students from the Pfuture Teachers Academy PTECH program on track to earn their Associates in Applied Teaching degree from Austin Community College while simultaneously pursuing an Educational Aide I certification in order for students to work as paraprofessionals within PfISD. Following the PTECH blueprint for Designated with Excellence, by 2023, 100% of Pfuture Teachers Academy students will have completed and passed at least one dual credit course necessary for their AAT degree and one CTE Education and Training course toward their Educational Aide I 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: Benchmarks to measure progress toward meeting process and implementation goals include: active student recruitment in collaboration with Austin Community College to provide information sessions, flyers, campus events, 8th Grade Invasion, parent meetings, district news updates, and meetings with middle school and high school counselors, for the Pfuture Teachers Academy PTECH. Recruitment process provides a weighted lottery system that identifies diverse candidates that will reflect our growing student population.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

- All TSI passed students will begin their first dual credit course needed toward their AAT degree at Austin Community College.
- Continue to work with non-TSI passed students through tutoring based services for TSI success.
- Renew MOU with Institution of Higher Education partners to provide dual credit offerings toward the AAT degree.
- Assign mentors to all participating students to support their academic progress, meeting monthly.
- Students will participate in at least one TAFE or other educational organization activity
- Individual student progress is monitored by an assigned counselor and interventions and supports, such as tutoring, career guidance, remediation, and emotional wellness are addressed

Third-Quarter Benchmark

- Attendance and grades from coursework will be updated to reflect completion and ensure all participants are on track toward their AAT degree and Educational Aide I certification
- Pfuture Teachers Academy students will continue the course sequence toward their AAT degree and Educational Aide I certification.
- Progress monitoring reported to TEA in January and June

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.

Methods of evaluation will include quantitative data, such as the participation and enrollment in the Pfuture Teachers Academy, as well as qualitative data, including survey data to capture student feedback on program improvement methods.

If recruitment efforts do not produce at least a 5% increase from students in the Education & Training CTE pathway to the Pfuture Teachers Academy, the coordinator will review recruitment with Community Relations to promote design improvements.

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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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CDN 227904

Vendor ID

Amendment # N/A

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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RFA/SAS # 701-21-101/277-21

2021-2023 Grow Your Own Grant Program, Cycle 4

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.

PfISD will implement year 1 of a PTECH Education program for incoming 9th graders starting in the 21-22 school year that will continue beyond the timeline of grant funding. Through the first year of grant funding, PfISD will partner with institutions of higher education to provide a comprehensive Education program, blending CTE programming and post-secondary degrees. The collaboration between Austin Community College and PfISD will allow for intensive support services to be provided to all Education + Training students, ensuing optimal student success. In the first year of grant funding, with the support of Community Relations, PfISD will develop and launch a detailed and in-depth recruitment plan that will focus on providing information to all students/parents/educators, with particular attention toward under-represented students. Through collaboration with Community Relations, we will receive buy-in from community stakeholders and district partners on program awareness. High-quality programming will be maintained through a collaborative design, including feedback from program participants through surveys and interviews.

With the blending of the Education + Training CTE program with the PTECH model and in addition to the use of other state, federal, and local resources, our Pfuture Teachers Academy program will qualify for the 19 TAC, TEC §48.106(a)(2)(B) and (C), HB 3, §61.1003 legislature that awards \$50 per PTECH student. We anticipate with the new components of the Education + Training program with dual credit offerings and the PTECH cohort model, it will result in an increased level of excitement and program participation. Weighted CTE funding as a result of increased student numbers will contribute to a sustainability plan beyond the grant funding timeline.

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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.

Students will be recruited according to the PTECH blueprint, which includes an open enrollment component. The recruitment process will identify, recruit, and enroll students who have been historically under-served, as defined by PEIMS, including students with limited English proficiency and students with disabilities. We will identify students who have been underrepresented historically in collegiate courses, including first-generation college-seekers, students in lower SES, African American, and Hispanic students. PfISD will tailor our recruitment efforts to ensure representation of the district population. By creating a weighted lottery system, we can ensure that underrepresented students expressing a desire to pursue a career in teaching are provided a cost free opportunity to begin their postsecondary education and training. Students will participate in TAFE or other student organizations and will all have the ability to apply and interview for a paraprofessional position within the district as they continue on towards their bachelors degree, providing them with a foundation of student/educator leadership and a commitment to PfISD.

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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.

PfISD will continue to recruit highly qualified CTE teachers for the Education and Training program. Teachers will continue to participate in leadership training and will attend district, state, and national level conferences to stay up-to-date on changes as it relates to Education + Training best practices. Teachers will be encouraged to become active members of the regional level TAFE organization. As we begin our Pfuture Teachers Academy PTECH program, current PfISD employees will be eligible to apply for our PTECH teaching positions. We will parter with Human Resources to post openings, participate in recruitment events, and connect with teacher preparation programs to seek diverse candidates. We will utilize teacher evaluations, our district employment interview rubrics, and open-ended interview questions in order to select the most appropriate candidates. The interview committee will be comprised of individuals from the district as well as representatives from Weiss High School where Pfuture Teachers Academy will be housed. As part of the application process, teachers will be required to submit a one page diversity statement that should include experiences and commitment to diversity, inclusiveness, and persistence working with diverse populations.

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.

Candidates will be supported in their role through administrative supports on Weiss High School campus as well as at the district level with support from the PTECH Coordinator, CTE Specialist, CTE Coordinator, and CTE Director. Candidates will be participatory in all PLC days to increase knowledge integration strategies and best practices. Teachers will also receive ongoing support from the Curriculum and Instruction department and Post-secondary Readiness for successful implementation of dual credit courses. Specifically, teachers will have the following supports:

- 1- The CTE Specialist will provide instructional support and lesson design and implementation feedback
- 2- Instructional leads provide group support and assistance, if needed, in lesson delivery
- 3- The campus principal and associate principal at Weiss High School will evaluate teacher efficacy and provide feedback and support related to classroom management
- 4- The CTE Department will provide teachers with opportunities for training and development
- 5- Teachers will be provided with necessary equipment, supplies, and/or training materials through the CTE Department
- 6- Teachers will have the support of the IHE department chairperson for any dual credit course offerings. Chairpersons will conduct their own classroom observations to provide support and feedback.

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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 MOU with Austin Community College has been changed to include the Education and Training dual credit courses for students to obtain an Associates degree and Educational Aide I certification through the new PTECH. Teacher requirements will be clearly outlined to ensure that educators receiving the stipend understand the three-year teaching commitment, the involvement of requirements of teaching dual credit courses, responsibilities for leading a TAFE chapter and competition activities, and receiving all program requirements to receive a stipend. Teachers will also be expected to attend professional development workshops and conferences. The MOU between ACC and PfISD is attached to this application.

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="7"/>	x \$5,500=	<input type="text" value="\$38,500"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	x \$11,000=	<input type="text"/>
Number of high schools <u>with</u> existing Education and Training courses in 2020-2021	<input type="text" value="4"/>	x \$8,000=	<input type="text" value="\$32,000"/>
Number of high schools <u>without</u> existing Education and Training courses in 2020-2021	<input type="text"/>	x \$10,000=	<input type="text"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2021-2023	<input type="text" value="1"/>	x \$10,000=	<input type="text" value="\$10,000"/>
Total Request for Pathway 1			<input type="text" value="\$80,500"/>

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"/>	x \$19,000=	<input type="text"/>
Total Request for Pathways 1 and 2			<input type="text"/>

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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 Education and Training Teachers	\$22,000
2.	Substitutes	\$1,750
3.		
4.		
5.		

Professional and Contracted Services

6.	TAFE student and teacher memberships and event/conference participation costs	\$4,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Courses related to growing an Education and Training program	\$45,000
12.	IHE billable costs	\$41,500
13.		
14.		

Other Operating Costs

15.	Teacher and student travel cost associated with TAFE conference/event	\$5,000
16.	Travel costs to June 2021 TEA-led Teacher Institute	\$3,000
17.	Student Transportation	\$36,480

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:	\$158,730
TOTAL GRANT AWARD REQUESTED:	\$158,730

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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