

PROGRAM GUIDELINES: 2020–2022 GROW YOUR OWN GRANT PROGRAM, CYCLE 3

APPLICATION DUE DATE

5:00 p.m. Central Time, November 15, 2019

PROGRAM AUTHORITY

General Appropriations Act, Article III, Rider 41, 86th Texas Legislature

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Introduction to the Program Guidelines

The Texas Education Agency (TEA), as the pass-through entity¹, is the grantee² from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities³ such as local educational agencies (LEAs), including school districts, open-enrollment charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency’s subgrantees⁴. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA). Program Guidelines are to be used in conjunction with the [General and Fiscal Guidelines](#) and the specific program instructions. The Adobe Acrobat Standard Application System (SAS) consists of all forms to be completed in order for the applicant to be eligible for funding.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). **It is critical that you review all referenced sections of the [General and Fiscal Guidelines](#) when preparing your application.**

¹ Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

² Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term “grantee” does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

³ Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

⁴ Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

U.S. Department of Education and/or State Appropriations

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

Category	Amount
Total funds available for this project	\$2,750,000
Percentage to be financed with federal funds	0%
Amount of federal funds	\$0
Percentage to be financed from nonfederal sources	100%
Amount of nonfederal funds	\$2,750,000

Grant Timeline

All of these dates except the grant ending date may vary slightly as conditions require.

Date	Event
September 13, 2019	RFA available; notice of the RFA published in the <i>Texas Register</i>
September 23, 2019	Last date to submit questions to GYOgrant@tea.texas.gov to be addressed in the applicant's Conference/Webinar See General and Fiscal Guidelines , Applicants' Conference/Webinar
September 27, 2019	Applicants' Conference/Webinar posted to TEA Grant Opportunities page
October 11, 2019	Last date to submit FAQs to GYOgrant@tea.texas.gov See General and Fiscal Guidelines , Frequently Asked Questions
October 21, 2019	Due date for the Notice of Intent to Apply; NOI2022GYOCYCLE3
October 21, 2019	Due date for Reviewer Information Form; RIF2022GYOCYCLE3
October 21, 2019	FAQs posted to TEA Grant Opportunities page
November 15, 2019	Due date for the application in the TEA Document Control Center, 5:00 p.m., Central Time See General and Fiscal Guidelines , Competitive Application Due Date and Time
December 9, 2019 – December 11, 2019	Sequestered Competitive Review Period See General and Fiscal Guidelines , Competitive Review Process
February 1, 2020	Beginning date of grant See General and Fiscal Guidelines , Grant Period
April 1, 2022	Final date to submit an amendment
June 30, 2022	Ending date of grant See General and Fiscal Guidelines , Grant Period

For all dates related to the grant, including reporting dates, see the [TEA Grant Opportunities](#) page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

Grant at a Glance

This section provides fundamental information pertinent to the grant program.

Authorizing Legislation

This grant program is authorized by the General Appropriations Act, Article III, Rider 41, 86th Texas Legislature

Where to Submit the Application

See the Where to Submit the Competitive Application section of the [General and Fiscal Guidelines](#).

Number of Copies

See the Copies and Signature for Competitive Grants section of the [General and Fiscal Guidelines](#).

Note: TEA requires one original copy, single-sided of the application **and two, single-sided copies of the application (that is, three, single-sided copies of the application in total)**.

Purpose of the Program

The purpose of the 2020–2022 Grow Your Own Grant Program, Cycle 3, is for Texas to take an intentional approach towards growing our own teachers through the pathways outlined in the following pages. The program has been designed to facilitate increased entry of qualified, diverse candidates into the teaching profession, particularly in rural and small school settings. The program also aims to elevate the perception of the teaching profession through the development and facilitation of high-quality Education and Training courses at the high school level. The intention of the grant program is to address several challenges Texas currently faces in terms of recruiting and retaining teacher candidates to the field, including

- teacher shortages in traditionally hard-to-staff areas, particularly in rural regions throughout the state and bilingual and special education certification areas;
- demographic gaps between students and teachers; and
- a declining perception of the teaching profession, as demonstrated by the stated lack of desire of high school students to pursue teaching as a profession.

Research demonstrates that these challenges can be effectively addressed by LEAs, in partnership with IHEs and educator preparation programs (EPPs), through several “grow your own” approaches. The 2020–2022 Grow Your Own Grant Program, Cycle 3, addresses three potential approaches or Pathways.

- **Pathway 1** addresses recruitment efforts at the high school level through Education and Training courses, particularly for students in rural communities and for students of color. The approach is intended to provide opportunities for students to be exposed to the teaching profession early in their career trajectory, which will create a positive perception of the profession and greater investment long-term. This approach also intends to increase the quality and quantity of motivating, diverse, and highly skilled teachers leading Education and Training programs. In addition, when offered as dual credit, the Education and Training courses provide a greater incentive for students to persist in pursuing education as a career. To offer these courses as dual credit, teachers are required to hold a master’s degree. Dual credit courses taught with a high standard of

curriculum will also attract high-achieving students to enroll, thereby encouraging them to hold the profession in high esteem.

- **Pathway 2** addresses efforts to transition paraprofessionals, instructional aides, and long-term substitute teachers to full-time, certified teacher roles. This is done through funding and support of their bachelor’s degree and teacher certification programs. Paraprofessionals, instructional aides, and substitute teachers often live in the communities they serve and have invaluable context about the schools in which they serve. The approach is intended to promote better long-term recruitment and retention by targeting already proven and dedicated staff who desire opportunities for advancement. This approach also intends to facilitate increased entry of diverse candidates into the teaching profession. Applicants may only apply for Pathway 2 in conjunction with Pathway 1.
- **Pathway 3** addresses efforts to develop and recruit well-qualified teacher candidates in hard-to-staff areas and regions through the development and funding of year-long clinical teaching assignment programs or intensive pre-service programs with a clinical component. Both routes will increase the depth and strength of sustainable partnerships between LEAs and EPPs. This approach is intended to better support and prepare teachers who have stated a desire to serve in rural schools and/or hard-to-staff roles in the long term. This is done through expanded access to high-quality, full-time, year-long clinical teaching opportunities and intensive pre-service opportunities, particularly for quality, diverse candidates.

These three pathways fund stipends and programs that allow LEA and EPP partners to develop and implement a grow your own program.

Pathway	Pathway Title	Funding Units	Stipend Recipients
Pathway 1	Support for Education and Training Program Implementation	<ul style="list-style-type: none"> • Stipends for Education and Training course teachers • Implementation of Education and Training programs throughout the LEA 	(a) Teachers of record for Principles of Education and Training, Instructional Practices, and/or Practicum in Education and Training
			(b) Teachers of record who hold a master’s degree for dual-credit Instructional Practices and/or Practicum in Education and Training
Pathway 2	Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles	<ul style="list-style-type: none"> • Stipends and/or tuition reimbursement for candidates 	(a) Paraprofessionals, instructional aides, and long-term substitute teachers who will earn a teaching certification only
			(b) Paraprofessionals, instructional aides, and long-term substitute teachers who will complete a bachelor’s degree and earn a teaching certification
Pathway 3	Support for Meaningful Year-Long Clinical and Intensive Pre-Service Teacher Training	<ul style="list-style-type: none"> • Stipends for teacher candidates in year-long clinical teaching residencies and/or intensive pre-service programs • Supervisory costs for clinical experiences 	(a) Teacher candidates enrolled in a multi-year EPP with a year-long clinical teaching assignment
			(b) Teacher candidates who will enroll in an intensive pre-service certification program with a clinical component and year-long support

Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility to Apply.

Applicants may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3 within their application. Applicants may not apply for Pathway 2 only.

LEAs and ESCs may apply individually or as part of a shared services arrangement (SSA) for Pathways 1 and 2, but not both.

Recipients of the 2018–2019 Grow Your Own Grant and the 2019–2021 Grow Your Own Grant Program, Cycle 2, are eligible to apply.

An LEA applicant for Pathways 1 and 2, or an LEA named in an SSA for Pathways 1 and 2, may also participate as a partner LEA as part of a Pathway 3 application.

Pathway 2 LEA applicants must select a partner EPP with the following designations on the 2017-2018 Accountability System for Educator Preparation (ASEP) Annual Reports: Accredited, Accredited-Not Rated, and Accredited-Warned.

Pathway 3 eligible applicants are EPPs with the following designations on the 2017-2018 ASEP Annual Reports: Accredited, Accredited-Not Rated, and Accredited-Warned.

These EPP designations can be found by clicking here:

https://tea.texas.gov/sites/default/files/ASEP%20Summary%20Tables%202017_18.xlsx

The table below summarizes applicant eligibility for each Pathway.

Pathway	Applicant Rules	LEA	ESC	EPP
Pathway 1	Applicant may apply only for Pathway 1 or for Pathway 1 and Pathway 2.	Eligible and may also serve as the fiscal agent of an SSA	Eligible only as the fiscal agent of an SSA	Not eligible
Pathway 2	Pathway 2 must be combined with Pathway 1.	Eligible and may also serve as the fiscal agent of an SSA. Must partner with EPPs currently designated as Accredited, Accredited-Not Rated, and/or Accredited-Warned.	Eligible only as the fiscal agent of an SSA	Not eligible
Pathway 3	Pathway 3 may not be combined with any other pathway. Applicants may select year-long clinical teaching and/or intensive pre-service as the model.	Not eligible	Not eligible	Accredited, Accredited-Not Rated, Accredited-Warned designations are eligible. May partner with multiple LEAs but not as a fiscal agent or member of an SSA.

Eligibility List

An eligibility list **is not** posted on the [TEA Grant Opportunities](#) page. A list of EPP designations from the ASEP Annual Reports can be found here: <https://tea.texas.gov/2018asep>.

Shared Services Arrangements

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) **are** allowed for Pathways 1 and 2 only.

LEAs and ESCs may serve as fiscal agents for Pathways 1 and 2.

EPPs may not serve as either a member or fiscal agent of an SSA.

More Than One Application

Eligible applicants **may** apply for the grant on behalf of more than one campus. An applicant may only submit one application.

Application Funding

See the following sections of the [General and Fiscal Guidelines](#):

- Grant Funding
- Continuation Funding
- Fund Management
- Use of Funds

Pathways 1 and 2: It is anticipated that approximately 20 grants will be awarded ranging in amounts from \$11,500 to \$499,000. Approximately \$1,250,000 will be awarded to Pathways 1 and 2 applicants. Remaining funds may be transferred to Pathway 3 applicants if necessary.

Pathway 3: It is anticipated that approximately 10 grants will be awarded ranging in amounts from \$5,500 to \$499,999. Approximately \$1,500,000 will be awarded to Pathway 3 applicants. Remaining funds may be transferred to Pathway 1 and 2 applicants if necessary.

Selection of Applicants for Funding

Applicants will be selected in rank order for Pathways 1 and 2 and for Pathway 3 separately. Applicants pre-selected for an award will be subject to negotiations to determine that the number of candidates for which funds are requested are reasonable and necessary. Award amounts may be reduced on the basis of necessary uses and past implementation data.

Each Pathway has a specific funding structure. Funding is determined by the number of participating teachers and/or teacher candidates, and the number must therefore be disclosed on page 7 of the application. *For Pathways 1 and 2, each LEA can apply for a maximum of 10 participants and/or candidates combined. An SSA can apply for a maximum of 10 participants/candidates per LEA (number of LEAs multiplied by ten). For Pathway 3, each EPP may apply for a maximum of 10 candidates per partner LEA (number of partner LEAs multiplied by ten).*

Pathway 1 Funding:

Funding Unit	Funding Amount	Use of Funds
Pathway 1(a) participant: teacher who is teaching Education and Training courses, but not for dual credit	\$5,500	<ul style="list-style-type: none"> • A full stipend of \$5,000 to the teacher, disbursed over 2 years (\$2,500 per year) • Up to \$500 per teacher for administrative and/or indirect costs

Pathway 1(b) participant: teacher with an M.Ed. who is teaching Instructional Practices and/or Practicum in Education and Training for dual credit	\$11,000	<ul style="list-style-type: none"> • A full stipend of \$10,000 to the teacher, disbursed over 2 years (\$5,000 per year) • Up to \$1,000 per teacher for administrative and/or indirect costs
High school with existing Education and Training courses in the 2019–2020 school year	\$8,000	<ul style="list-style-type: none"> • Up to \$3,000 per high school for travel to the June 2020 TEA-led Teacher Institute for participating teachers, campus principal, and college/career counselor • Remaining funds (\$5,000 or \$7,000 per high school) for the implementation and growth of the Education and Training program and organizations, including costs for dual-credit programs
High school without existing Education and Training courses in the 2019–2020 school year	\$10,000	
High school implementing dual credit Education and Training courses beginning in the 2020–2021 school year, regardless of whether courses previously existed	\$10,000	

- **There can be a maximum of two teachers receiving stipends per high school within each LEA.**
- Each high school within the LEA must use grant funds (either \$5,000 or \$7,000) to implement and grow an Education and Training program—offering Principles of Education and Training, Instructional Practices, and/or Practicum in Education and Training courses—and grow an associated Career and Technical Student Organization (CTSO) that is either Texas Association of Future Educators (TAFE) or Family, Career and Community Leaders of America (FCCLA).
- Requirements for the selection of individuals who may receive stipends are listed on pages 9-10 of this Program Guidelines document.

Pathway 2 Funding:

Funding Unit	Funding Amount	Use of Funds
Pathway 2(a) candidate pursuing only a teacher certification	\$5,500	<ul style="list-style-type: none"> • Tuition and fees up to \$5,000, disbursed over 1 year • Up to \$500 per candidate for administrative and/or indirect costs
Pathway 2(b) candidate completing a bachelor's degree and pursuing teacher certification	\$13,000	<ul style="list-style-type: none"> • Tuition and fees up to \$12,000, disbursed over 2 years • Up to \$1,000 per candidate for administrative and/or indirect costs

- **There can be a maximum of 10 participants total per LEA between Pathways 1 and 2.**
- Pathway 2 may only be applied for in conjunction with Pathway 1.
- Requirements for the selection of individuals who may receive stipends are listed on page 10 of this Program Guidelines document.

Pathway 3 Funding:

Funding Unit	Funding Amount	Included in Funding Amount
Pathway 3(a) candidate in a year-long clinical teaching assignment	\$22,000	<ul style="list-style-type: none"> • A full stipend of \$15,000 for each candidate, disbursed over 1 year • Up to \$5,000 to fund the cost of the EPP field supervision, disbursed over 1 year • Up to \$2,000 per candidate for administrative and/or indirect costs
Pathway 3(b) candidate in an intensive pre-service program	\$5,500	<ul style="list-style-type: none"> • A full stipend of \$5,000, disbursed over 1 year • Up to \$500 per candidate for administrative and/or indirect costs

- **There can be a maximum of 10 participating teacher candidates per partner LEA.**
- EPPs may fund a combination of Pathway 3(a) candidates participating in year-long clinical teaching assignments and Pathway 3(b) candidates participating in an intensive pre-service program.
- Requirements for the selection of individuals who may receive stipends are listed on page 11 of this Program Guidelines document.

Funding Examples

Examples of potential funding structures include the following:

- An LEA applies for Pathway 1. They have one high school in the LEA, and it does not currently offer Education and Training courses, and one teacher who will participate in the grant to teach the Education and Training courses, but not for dual credit. The LEA would be eligible to apply for \$15,500.
 - 1 Education and Training teacher: $\$5,500 \times 1 = \$5,500$
 - 1 high school campus without existing Education and Training courses: $\$10,000 \times 1 = \$10,000$
 - Total funding: \$15,500
- An LEA applies for Pathway 1. They have four Education and Training course teachers who will participate in the grant and three high schools within the LEA. One high school currently offers Education and Training courses and plans to add dual credit. One high school currently offers Education and Training courses and does not plan to add dual credit. One high school does not currently offer Education and Training courses. One of the teachers holds an M.Ed. and will be teaching an Education and Training course for dual credit. The LEA would be eligible to apply for \$55,500 in funding.
 - 3 Education and Training teachers: $\$5,500 \times 3 = \$16,500$
 - 1 dual credit Education and Training teacher: $\$11,000 \times 1 = \$11,000$
 - 1 high school campus that will offer dual credit Education and Training courses: $\$10,000 \times 1 = \$10,000$
 - 1 high school campuses with existing Education and Training courses: $\$8,000 \times 1 = \$8,000$

- 1 high school campus without existing Education and Training courses: \$10,000 X 1 = \$10,000
- Total funding: \$55,500
- An ESC applies as the fiscal agent for four LEAs, each pursuing both Pathways 1 and 2. Each LEA has one high school currently offering Education and Training courses and one M.Ed. teacher participating in Pathway 1 who will be teaching Education and Training courses for dual credit. In addition, each LEA has one paraprofessional participating in Pathway 2 who will be pursuing their bachelor’s degree and teacher certification. The ESC would be eligible to apply for \$136,000 in funding.
 - 4 dual credit Education and Training teachers (1 per LEA): \$11,000 X 4 = \$44,000
 - 4 high school campuses that will offer dual credit Education and Training courses (1 per LEA): \$10,000 X 4 = \$40,000
 - 4 paraprofessionals earning a bachelor’s and certification (1 per LEA): \$13,000 X 4 = \$52,000
 - Total funding: \$136,000
- An IHE with an EPP applies for Pathway 3. They are partnering with five LEAs, each with two candidates conducting their year-long clinical teaching assignment within the LEA. The IHE would be able to apply for \$220,000 in funding.
 - 10 teacher candidates (2 per LEA): \$22,000 X 10 = \$220,000
 - Total funding: \$220,000
- An EPP applies for Pathway 3, partnering with one LEA. They will place three candidates in a year-long clinical teaching assignment and 7 candidates in an intensive pre-service training program. The EPP would be able to apply for \$104,500 in funding
 - 3 teacher candidates in a year-long clinical assignment: \$22,000 x 3 = \$66,000
 - 7 teacher candidates in intensive pre-service training: \$5,500 x 7 = \$38,500
 - Total funding: \$104,500
- A nonprofit EPP applies for Pathway 3. They are partnering with three LEAs, each with 5 candidates participating in an intensive pre-service training program within the partner LEA. The EPP would be able to apply for \$82,500 in funding.
 - 15 teacher candidates (5 per LEA): \$5,500 X 15 = \$82,500
 - Total funding: \$82,500

Selection of Stipend Recipients Receiving Grant Funds

The following guidelines apply to all individuals selected by applicants to receive stipends:

Pathway	Stipend Recipient Eligibility Rules
Pathway 1(a)	<ul style="list-style-type: none"> ● Participants must hold a standard or life teacher certificate in the state of Texas (note: any Texas teaching certificate qualifies teachers to teach Principles of Education and Training, Instructional Practices, and Practicum in Education and Training).

	<ul style="list-style-type: none"> • Participants must currently be employed as a teacher within the eligible LEA during the 2019–2020 school year; participants may not be new employees of the district in the 2020–2021 school year. • Participants must show measurable evidence of student achievement within a diverse student population.
Pathway 1(b)	<ul style="list-style-type: none"> • Participants must hold a standard or life teacher certificate in the state of Texas (note: any Texas teaching certificate qualifies teachers to teach Principles of Education and Training, Instructional Practices, and Practicum in Education and Training). • Participants must currently be employed as a teacher within the eligible LEA during the 2019–2020 school year; participants may not be new employees of the district in the 2020–2021 school year. • Participants must show measurable evidence of student achievement within a diverse student population. • Participants receiving the dual credit stipend must hold a master’s degree with 18 credit hours in education and be able to be approved by the partner IHE as a dual credit instructor.
Pathway 2(a)	<ul style="list-style-type: none"> • Candidates must not already hold a teacher certification in the state of Texas or currently be the teacher of record for any position they intend to fill after certification. • Candidates must hold a valid bachelor’s degree prior to May 15, 2020 and be eligible to enroll in an accredited EPP program. • Candidates must have the capacity to earn a teacher certification within the timeline of the grant. • Candidates must be able to serve as a full-time teacher of record beginning in <u>Fall 2020</u>. • Candidates must currently be employed as a paraprofessional, instructional aide, or long-term substitute teacher within the eligible LEA during the 2019–2020 school year; candidates may not be new employees of the district in the 2020–2021 school year. • Candidates must have been serving in a capacity in which the majority of their time is spent assisting certified teachers in instructional activities.
Pathway 2(b)	<ul style="list-style-type: none"> • Candidates must not already hold a teacher certification in the state of Texas or currently be the teacher of record for any position they intend to fill after certification. • Candidates must already have a <u>minimum of 75 credit hours</u> towards a bachelor’s degree on or before May 15, 2020. • Candidates must have the capacity to graduate with a bachelor’s degree and teacher certification within the timeline of the grant. • Candidates must be able to serve as a full-time teacher of record beginning in <u>Fall 2021</u>. • Candidates must currently be employed as a paraprofessional, instructional aide, or long-term substitute teacher within the eligible LEA during the 2019–2020 school year; candidates may not be new employees of the district in the 2020–2021 school year. • Candidates must have been serving in a capacity in which the majority of their time is spent assisting certified teachers in instructional activities.

Pathway 3(a)	<ul style="list-style-type: none"> • Candidates must not already hold a teacher certification in the state of Texas. • Candidates must be enrolled in an EPP and must be eligible to serve in a year-long clinical teaching assignment in the 2020–2021 academic year OR in the 2021–2022 academic year. • Candidates must be able to serve as a full-time teacher of record in the fall following the competition of the clinical teaching assignment
Pathway 3(b)	<ul style="list-style-type: none"> • Candidates must not already hold a teacher certification in the state of Texas • Candidates must be eligible to enroll in an EPP certification program with intensive pre-service training, a clinical teaching component, and year-long support in the 2020–2021 academic year or the summer preceding the academic year.

Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), Administrative Costs.

Direct Administrative Costs

TEA limits the amount of direct administrative costs for this grant program to no more than 10% of the total grant award.

Indirect Administrative Costs

The grantee may claim a maximum for indirect costs equal to their current approved restricted indirect cost rate for this grant program. However, please note that IHEs that only have an approved unrestricted indirect cost rate will be capped at 8% for indirect administrative costs. Use the Maximum Indirect Costs Worksheet, posted on the Federal Fiscal Compliance and Reporting Division's Indirect Cost Rates page, to calculate the maximum indirect costs that can be claimed for a grant.

Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs.

Pre-award costs **are not** permitted for this grant.

Applicant Assistance

The following types of assistance are available to applicants for this grant program.

Contact for Clarifying Information

See the [General and Fiscal Guidelines](#), TEA Contacts.

The following TEA staff member should be contacted with questions about the RFA, the grant program, or for assistance with the applicants' webinar:

Grow Your Own Grant Program Manager
Instructional Support
GYOgrant@tea.texas.gov

Frequently Asked Questions

See the [General and Fiscal Guidelines](#), Frequently Asked Questions.

The FAQs for this grant program will be posted to the [TEA Grant Opportunities](#) site no later than October 11, 2019, as listed in the Grant Timeline. Applicants may email their questions to the TEA staff member listed in the Contact for Clarifying Information section.

Applicants' Conference/Webinar

See the [General and Fiscal Guidelines](#) Applicants' Conference/Webinar.

Questions that applicants wish to have addressed during the applicants' webinar must be submitted no later than September 23, 2019, as listed in the Grant Timeline.

Date Webinar Will Be Posted	Link Where Webinar Will Be Posted	Type
September 27, 2019	TEA Grants Opportunities page at https://tea4avoswald.tea.state.tx.us/GrantOpportunities/forms/GrantProgramSearch.aspx	Prerecorded

Errata Notices

See the [General and Fiscal Guidelines](#), Errata Notices.

GovDelivery Email Bulletins

See the [General and Fiscal Guidelines](#), GovDelivery Email Bulletins.

Program Elements

This section provides detailed information about the grant program.

Program Description

The 2020–2022 Grow Your Own grant program has been designed to facilitate increased entry of qualified, diverse candidates into the teaching profession, particularly in rural and small school settings. The intention of the grant program is to address several challenges Texas currently faces in terms of recruiting candidates to the field. There are three pathways available to serve this purpose.

Pathway 1: Support for Education and Training Program Implementation

Pathway 1 focuses on the recruitment of future educators at the high school level through offering Education and Training courses, including for dual credit. The eligible courses for grant funding are Principles of Education and Training, Instructional Practices, and Practicum in Education and Training (including the extended Practicum). To provide dual credit courses in high school, the teacher of record must hold a master's degree with 18 credit hours in the related field. Grant stipends will be awarded to teachers that teach the high school Education and Training courses, with a greater stipend offered to teachers able to teach dual credit Education and Training courses. Additional grant funds will be awarded for high schools to establish and/or grow their Education and Training programs, support their CTSO, and participate in a TEA-led Teacher Institute.

The design for Pathway 1 should include the following components:

- A needs assessment that quantitatively addresses teacher vacancies, the demographics of the student and teacher population, and other local needs. Consider how the proposed program will directly address these quantified needs.
- A plan for sustainability that addresses how the Education and Training program, including courses and the CTSO, will grow and continue beyond the timeline of grant funding. The plan should begin with action steps taken in the first year of grant funding and demonstrate ability to leverage and coordinate resources that increase the capacity of the LEA to strengthen the local student to educator pipeline and make progress on local sustainability. This may include the use of other state and federal resources, as well as local resources such as an advisory board, middle school involvement, postsecondary partnerships, guaranteed interviews for returning students, etc.
- An equitable recruitment, selection, and support plan for diverse, highly qualified teachers to teach Education and Training courses who show measurable evidence of student achievement, strong student-teacher relationships, involvement in student organizations, and strong evaluation ratings.
- A description of a Memorandum of Understanding (MOU) in which (1) the teacher(s) receiving a stipend commit(s) to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend, and (2) the LEA commits to employing the teacher for the same length of time upon satisfactory job performance.
- The plan for the implementation and growth of the Education and Training program at each high school within the LEA. This includes offering the Principles of Education and Training, Instructional Practices, and Practicum in Education and Training courses with fidelity and demonstrating an integration of curriculum that promotes research-based motivations for teaching, place-based training, and diversity and equity. One or more of these three courses must be taught in 2020-2021, and two or more must be taught in 2021-2022. This plan should also address career development, counseling, and support opportunities, as well as the establishment and/or growth of a CTSO organization such as TAFE or FCCLA. The plan must include strategies to increase enrollment in each course each year.
- The recruitment and selection plan for highly qualified field-site classroom teachers who show measurable evidence of student achievement to support the students' practicum experience. Field-site classroom teachers host high school student interns as they complete field experiences required by Education and Training courses.
- The plan for targeted marketing, recruitment, and persistence of strong and diverse students to participate in the Education and Training course sequence, ensuring the quality and diversity of the future teaching pool. This plan should include addressing the top 10 percent of college-ready students, diverse students, and campus leadership involvement from multiple levels (i.e., elementary, middle, and high school).
- LEAs applying for funds to implement dual credit Education and Training courses must include an articulated partnership with an IHE to offer Instructional Practices (typically aligned to EDUC 1301) and/or Practicum in Education and Training (typically aligned to EDUC 2301) beginning in the 2020–2021 school year. Both dual credit courses are included within the Associate of Arts in Teaching (AAT) program.
- LEAs applying for funds to implement dual credit Education and Training courses must include an MOU or signed letter of commitment between the LEA and IHE specifying the required courses and addressing the longevity and sustainability of this partnership.

Participants selected to receive stipends must meet all eligibility requirements outlined on pages 9-10.

The Pathway 1 Grow Your Own program should adhere to the following timeline for implementation.

School Year	Implementation Activities
2019–2020	<ul style="list-style-type: none"> Schools with a dual credit teacher formalize a partnership with an IHE to offer Instructional Practices and/or Practicum in Education and Training for dual credit beginning in the 2020–2021 school year. These courses typically align with EDUC 1301 and EDUC 2301 within the AAT. High schools develop Education and Training course offerings within the master schedule and market courses to students. All teachers receiving stipends are confirmed with an MOU and reported to TEA by May 15, 2020. High schools distribute TEA survey to all teachers and students enrolled in existing Education and Training courses between May 1 and June 1, 2020. All stipend recipients, high school principals, and college/career counselors attend the TEA-led Institute in June 2020.
2020–2021	<ul style="list-style-type: none"> All high schools within the LEA offer one or more of the following courses: Principles of Education and Training, Instructional Practices, and/or Practicum in Education and Training. All participants teach at least Principles of Education and Training, Instructional Practices, and/or Practicum in Education and Training. Pathway 1(b) dual credit teachers teach at least one Education and Training course section for dual credit. All high schools within the LEA establish or grow a chapter of a CTSO (TAFE or FCCLA) and participate in at least one competitive event per academic school year. High schools distribute TEA survey to all teachers and students enrolled in Education and Training courses between September 1 and October 1, 2020 and between May 1 and June 1, 2021. Progress monitoring information is reported to TEA in January and June 2021.
2021–2022	<ul style="list-style-type: none"> All high schools within the LEA two or more of the following courses: Principles of Education and Training, Instructional Practices, and/or Practicum in Education and Training. All participants teach at least Principles of Education and Training, Instructional Practices, and/or Practicum in Education and Training. Pathway 1(b) dual credit teachers teach at least two Education and Training course sections for dual credit. All high schools within the LEA continue growing a CTSO (TAFE or FCCLA) and participate in at least one competitive event per academic school year. High schools distribute TEA survey to all teachers and students enrolled in Education and Training courses between September 1 and October 1, 2021 and between May 1 and June 1, 2022. Progress monitoring information is reported to TEA in January and June 2022.

The intended long-term impacts for Pathway 1 programs include addressing teacher shortages in small and rural school districts and increasing the diversity of the teacher workforce to better match the LEA's student demographics. Additional areas of impact include

- increasing interest in the teaching profession amongst high school students who participate in the Education and Training course sequence;
- increasing teacher retention amongst teacher leaders who facilitate the Education and Training course sequence;
- increasing enrollment in EPPs of a diverse and highly qualified student population, particularly from small and rural school districts;
- increasing the size of the teacher workforce; and
- improving the quality of the teacher workforce.

Grantees will be required to attend a TEA-led Institute June 8-10, 2020, held in Austin. Required attendees include the participating teacher(s), campus principal, and campus college/career counselor. The principal and counselor will only be required to attend 1.5 days of the training. Attendance by grant managers, IHE partners, and student ambassadors is recommended and optional.

TEA staff will monitor all grant goals, objectives, and activities and review all grant outcomes. Grantees will be required to submit at least a bi-annual data collection template, fulfill all other TEA data requests, and complete a TEA-developed survey each May and September.

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

Pathway 2 focuses on the recruitment and support of paraprofessionals, instructional aides, and long-term substitute teachers who are currently employed by the LEA and want to transition to certified, full-time teaching roles within the LEA. Grant stipends will be used to fund candidates' completion of a bachelor's degree and/or successful completion of a teacher certification program from a high-quality, accredited EPP. Funding for Pathway 2 is only available to applicants who apply for Pathway 1, as well.

The design for Pathway 2 should include the following components:

- A needs assessment that quantitatively addresses teacher vacancies, the demographics of the student and teacher population, and other local needs such as bilingual and special education staffing shortages. Consider how the proposed program will directly address these quantified needs.
- A plan for sustainability that addresses how the pipeline for paraprofessional certification may continue beyond the timeline of grant funding. The plan should begin with action steps taken in the first year of grant funding and should demonstrate the ability to leverage and coordinate resources that increase the capacity of the LEA to strengthen the local educator pipeline and make progress on local sustainability. This may include the use of other state and federal resources, as well as local resources such as an advisory board, postsecondary partnerships, etc.
- An equitable recruitment, selection, and support plan for diverse, high-potential candidates to participate in the program who show evidence of strong performance, involvement in school activities, and commitment to degree and certification persistence.

This includes recruiting candidates representative of the LEA student demographics and those who fill vacancies and/or address local shortages. The plan should include supports and potential career pathways for candidates.

- A description of an MOU in which (1) the paraprofessional, instructional aide, and/or long-term substitute teacher 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, and (2) the LEA agrees to hire the paraprofessional, instructional aide, and/or long-term substitute teacher upon satisfactory completion of a certification program.
- A plan to establish a partnership with a high-quality certification program that includes job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability. Eligible partner EPPs are those with Accredited, Accredited-Not Rated, and Accredited-Warned designations only. The plan should include all Pathway 2(a) certification-only candidates being certified by a **single** partner LEA as a cohort.
- An MOU between the accredited, high-quality EPP and LEA, to be made available to TEA upon request, after the preliminary selection of grant awardees.

Candidates selected to receive stipends must all eligibility requirements outlined on page 10.

A Pathway 2 Grow Your Own program should follow the following timeline for implementation.

School Year	Implementation Activities
2019–2020	<ul style="list-style-type: none"> • LEAs formalize a partnership with a high-quality EPP (Accredited, Accredited-Not Rated, or Accredited-Warned designation) for candidate certification and support. • All candidates are confirmed with an MOU and reported to TEA <u>by May 15, 2020.</u> • An MOU with the partner EPP agreeing to enroll all eligible Pathway 2(a) certification-only candidates is finalized and submitted to TEA <u>by May 15, 2020.</u> • Districts distribute TEA survey to all selected candidates between May 1 and June 1, 2020.
2020–2021	<ul style="list-style-type: none"> • Pathway 2(a) candidates already holding a bachelor’s degree enroll in and complete a certification program with the partner EPP as a cohort and are issued a standard or probationary teacher certification. • Pathway 2(b) candidates without a bachelor’s degree continue degree coursework and graduate with a bachelor’s degree (unless enrolled in a program that allows both the degree and certification to be completed within 2 years). • Districts distribute TEA survey to all selected candidates between September 1 and October 1, 2020 and between May 1 and June 1, 2021. • Progress monitoring information is reported to TEA in January and June 2021.
2021–2022	<ul style="list-style-type: none"> • Pathway 2(a) candidates with a teacher certification return to the LEA as a full-time teacher of record. • Pathway 2(b) candidates complete a certification program and are issued a standard or probationary teacher certification. • Districts distribute TEA survey to all selected candidates between September 1 and October 1, 2021 and between May 1 and June 1, 2022. • Progress monitoring information is reported to TEA in January and June 2022.

The intended long-term impacts for Pathway 2 programs include addressing teacher shortages in small and rural school districts by leveraging the existing talent pool within the LEA and increasing the diversity of the teacher workforce to better match the LEA's student demographics.

Pathway 3: Support for Meaningful Year-Long Clinical and Intensive Pre-service Teacher Training

Pathway 3 focuses on developing well-qualified teacher candidates through a year-long clinical teaching assignment and/or intensive pre-service training with a clinical component. According to 19 TAC §228.2(9), clinical teaching is defined as a supervised educator assignment through an educator preparation program at a public school accredited by TEA or other school approved by TEA for this purpose that ends with the issuance of a standard certificate; also referred to as student teaching. An intensive pre-service experience is defined as a state-approved EPP program that is provided over at least 4 weeks, with a minimum of 12 instructional days and one hour of supervised instruction per day and includes a minimum number of observation and feedback cycles, field-based experience, and professional development. An EPP must be pre-approved by TEA to offer an intensive pre-service certification program.

The design for Pathway 3 should include the following components:

- A needs assessment that is prepared in consultation with partner LEAs and quantitatively addresses teacher vacancies, the demographics of the student and teacher population, the extent to which clinical teaching and/or pre-service training is cost prohibitive to candidates, and other local needs. Consider how the proposed program will directly address these quantified needs.
- A plan for sustainability that addresses how the pipeline for diverse, well-trained teacher candidates who will teach in rural and/or hard-to-staff areas may continue beyond the timeline of grant funding. The plan should begin with action steps taken in the first year of grant funding and will demonstrate the ability to leverage and coordinate resources that increase the capacity of the EPP and partner LEA(s) to strengthen the local talent pipeline and make progress on local sustainability. This may also include the use of other state and federal resources, as well as local resources such as an advisory board, community partnerships, etc.
- An equitable recruitment, selection, and support plan for diverse high-potential teacher candidates who show a desire and commitment to teach in the placement LEA. This includes recruiting candidates representative of the student demographics within the LEA with an emphasis on candidates from similar school settings.
- A description of an MOU in which (1) the teacher candidate commits to return to the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend, and (2) the LEA agrees to hire the teacher candidate upon satisfactory completion of the program.
- A plan for partnership between the EPP and LEA(s). The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers. For the year-long clinical teaching model, the plan should include awarded funds used for the cost of a field supervisor tasked to support the candidates in the year-long clinical teaching assignment.

- An MOU or signed letter of commitment between the EPP and LEA partner(s) within which the teacher candidates will be placed. The MOU must include all program assurances, including an intent to hire candidates upon satisfactory completion of the program.
- An outline of the frequency and quality of the supervision and support that the EPP provides to the teacher candidates. Applicants must demonstrate that the EPP has a history of success, uses a research-based instructional rubric to guide coursework and support, supervises field candidates frequently, and guarantees a ratio of field supervisor or advisor to teacher candidate at no more than 1:20. Applicants must also demonstrate that field supervisors or advisors conduct observation and feedback cycles at least six times per semester for clinical candidates or four times total for intensive pre-service candidates, at least two of which include the observation of a full lesson.

Candidates selected to receive stipends must meet the following requirements all eligibility requirements outlined on page 11.

A Pathway 3 Grow Your Own program should adhere to the following timeline for implementation.

School Year	Implementation Activities
2019–2020	<ul style="list-style-type: none"> • EPPs formalize partnerships with LEAs for candidate placement during clinical teaching and/or intensive pre-service training. • All stipend candidates for 2020–2021 and 2021–2022 are confirmed with an MOU and reported to TEA by <u>May 15, 2020</u>. • EPPs distribute TEA survey to all selected candidates between May 1 and June 1, 2020.
2020–2021	<ul style="list-style-type: none"> • Pathway 3(a) clinical teaching candidates for the 2020–2021 academic year start and complete their year-long (min. 28 week) assignment and are issued a standard certification. • Pathway 3(b) intensive pre-service candidates start and complete pre-service trainings (min. 4 weeks), are issued an intern certification, are hired as full-time teachers of record, and complete sustained coaching and support while teaching. • EPPs distribute TEA survey to all selected candidates between September 1 and October 1, 2020 and between May 1 and June 1, 2021. • Progress monitoring information is reported to TEA in January and June 2021.
2021–2022	<ul style="list-style-type: none"> • Pathway 3(a) candidates from 2020–2021 and all Pathway 3(b) intensive pre-service candidates return to LEA of teaching assignment as a full-time teacher of record. • Candidates with an intern certification earn a standard or probationary teacher certification. • Pathway 3(a) clinical teaching candidates for the 2021–2022 academic year start and complete their year-long (min. 28 week) assignment and are issued a standard certification. • EPPs distribute TEA survey to all selected candidates between September 1 and October 1, 2021 and between May 1 and June 1, 2022. • Progress monitoring information is reported to TEA in January and June 2022.

The intended long-term impacts for Pathway 3 programs include addressing teacher shortages in small and rural school districts and increasing the diversity of the teacher workforce to better match the LEA's student demographics. Additional areas of impact include

- providing authentic clinical teaching experiences in order to develop more prepared teacher candidates,
- increasing interest in rural and hard-to-staff teacher roles through exposure during a clinical teaching experience,
- developing strong teacher pipelines to rural regions and hard-to-staff areas, and
- increasing the quality of the teacher workforce.

Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Grants Administration Division's [Administering a Grant](#) page.

The supplement not supplant provision **does** apply to this grant program.

SMART Goal

See the [General and Fiscal Guidelines](#), SMART Goals, Additional SMART Goal Guidance from TEA, and Measurable Goals and Progress.

Measurable Progress

See the [General and Fiscal Guidelines](#), SMART Goals, Additional SMART Goal Guidance from TEA, and Measurable Goals and Progress.

Application Requirements and Assurances

This section describes the two types of requirements that applicants must address in the application (such as with a narrative description, an activity timeline, or a checklist) to be eligible to be considered for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

- **All Pathways:**
 - a. Participants and candidates must commit with an MOU to remain in the LEA or partner LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - b. LEAs must commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
 - c. Applicant must submit bi-annual reports on progress towards SMART goals and performance measures, candidate information, and survey responses to TEA. The submission dates for required reports and surveys are listed on page 26.

- d. All grant-funded participants/candidates must be identified and submitted to TEA by May 15, 2020.
 - e. Applicant must notify TEA and file budget amendments within 30 days of notification that a candidate is unable to continue with their degree or certification program.
 - f. Applicant must file budget amendments within 7 days of a request from TEA to do so.
 - g. 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:**
 - a. Applicant must assure that each high school campus within the participating LEA will implement Principles of Education and Training, Instructional Practices, and/or Practicum in Education and Training. One or more of these courses must be taught in 2020–2021, and two or more must be taught in 2021–2022, with the teachers receiving the stipend as teachers of record for these courses.
 - b. Any Pathway 1(b) 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 2021–2022 of Instructional Practices and/or Practicum in Education and Training.
 - c. LEAs may not collect tuition or fees from students as a condition of enrolling, participating, or receiving credit for Education and Training courses, including those being offered for dual credit.
 - d. 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.
 - e. All LEA high schools must participate in a TEA-led Teacher Institute on June 8-10, 2020, with participants including Education and Training course teachers, campus principals, and college/career counselors. Principals and counselors will only be required to attend on the first 1.5 days.
 - f. 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.
 - g. All LEA high schools must submit their plan for marketing and student recruitment to TEA each year.
 - **Pathway 2:**
 - a. LEAs must allow reasonable paid release time and schedule flexibility to candidates for class attendance and completion of course requirements.
 - b. Applicant must have a signed letter of commitment or MOU from an Accredited, Accredited-Not Rated, or Accredited-Warned EPP that will partner with the LEA(s) to award teacher certifications to candidates. 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 15, 2020.

- c. 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.
- d. Pathway 2(b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within 2 years and serve as a teacher of record in the LEA by the beginning of the 2022–2023 school year.
- **Pathway 3:**
 - a. Applicant must assure that the EPP provides candidates with teacher certification, evidence-based coursework, and an opportunity to practice and be evaluated in a school setting.
 - b. The EPP must provide Pathway 3(a) clinical teaching residents with a residency of one academic year (28 weeks minimum), in-person and on-site coaching and evaluation, at least six on-site observation and feedback cycles per semester, and at least two observations of a full lesson per semester.
 - c. The EPP must provide Pathway 3(b) intensive pre-service candidates with training that is at least 4 weeks in length, in-person and on-site coaching and evaluation, at least four face-to-face observation and feedback cycles, 12 instructional days with one hour of instruction per day, 150 professional development hours, and 30 hours of field-based experience.
 - d. Applicant must conduct quarterly sharing of program performance measures between partner LEA(s) and the EPP.
 - e. The EPP must provide aligned training to LEA-employed mentor teachers with whom teacher candidates are placed, for which the LEA must allow release time.
 - f. The applicant must assure that candidates will complete the clinical year or intensive pre-service training within the named partner LEA(s), which will in turn agree to hire candidates upon satisfactory program completion

Statutory Requirements

See the [General and Fiscal Guidelines](#), Statutory Requirements.

Per TEC §22.0834, any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

TEA Program Requirements

See the [General and Fiscal Guidelines](#), Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

1. Describe your 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.

2. Describe your 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 address 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.
3. Describe how you 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.
4. Describe how you 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.
5. Describe the MOU in which (1) participants/candidates commit to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend and (2) the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

Activities and Use of Funds

See the [Administering a Grant](#) page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this grant may include but are not limited to the following:

Field Trips

Field trips may be funded under the grant program. Only the following types of field trips are allowable:

- CTSO (TAFE/FCCLA) event and conference participation

Field Trips will require a written justification form to be maintained locally and made available to TEA upon request. To access the Field Trips Justification form, refer to the [Administering a Grant page](#).

General Allowable Activities and Use of Funds

1. Pathway 1:
 - a. Stipends (\$5,000 per Pathway 1(a) Education and Training teacher or \$10,000 per Pathway 1(b) dual credit Education and Training teacher)
 - b. Travel costs associated with state-provided professional development (up to \$3,000 per LEA high school)

- c. Substitute teachers
 - d. Education and Training program implementation costs (\$5,000 or \$7,000 per high school)
 - i. CTSO (TAFE/FCCLA) teacher and student memberships and event/conference participation costs
 - ii. Teacher and student travel costs associated with CTSO (TAFE/FCCLA) events/conferences
 - iii. Consumable supplies and instructional materials and resources to support facilitation and instruction of Education and Training coursework and CTSO (TAFE/FCCLA) participation
 - iv. Costs associated with dual credit arrangements for Education and Training courses only
 - v. Technical assistance to implement effective Education and Training programs
2. Pathway 2:
- a. Tuition costs (\$5,000 per Pathway 2(a) candidate pursuing certification only or \$12,000 per Pathway 2(b) candidate pursuing a bachelor's and certification)
 - b. Candidate certification exam and test preparation costs
 - c. Substitute teachers
3. Pathway 3:
- a. Stipends (\$15,000 per Pathway 3(a) clinical teacher candidate or \$5,000 per Pathway 3(b) pre-service teacher candidate)
 - b. Teacher candidate certification exam and test preparation costs
 - c. IHE field supervisor positions and costs associated with field supervision (up to \$5,000 per clinical teacher candidate)
 - d. Substitute teachers
- 4. All Pathways: Maximum of \$499,999 per applicant**

General Unallowable Activities and Use of Funds

In general, refer to the Budgeting Cost Guidance Handbook on the [Administering a Grant](#) page for unallowable costs.

Advisory Council

An advisory council **may not** be funded under the grant program.

Cost of Membership in Any Civic or Community Organization

The cost of membership in **ONLY** the following civic or community organization **may** be funded under the grant program:

- Texas Association of Future Educators (TAFE)
- Family, Career and Community Leaders of America (FCCLA)

The cost of membership of any other civic or community organization **may not** be funded under the grant program.

Hosting or Sponsoring of Conferences

Hosting or sponsoring conferences **may not** be funded under this grant program.

Out-of-State Travel

Out-of-state travel costs **may not** be funded under this grant program.

Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as the executive director, superintendent, or board members **may not** be funded under the grant program.

In addition, **unallowable** activities and use of funds for this grant may include but are not limited to the following:

- Debt service (lease-purchase)
- Audit services for state-funded grants
- Tuition or fees for paraprofessionals, instructional aides, or long-term substitute teachers to earn associate degrees
- Compensation for attending professional development
- Compensation or costs for research staff, research assistants, or evaluators
- Data collection or research presentations by grant administrators or other staff
- Travel, fees, or meals associated with conferences other than TAFE or FCCLA competitive events and the TEA-led Summer Institute
- Extra-duty pay for stipend recipients in addition to the amount specified in the program guidelines
- Administrative and/or indirect costs exceeding 10% of grant award

Project Evaluation and Modification

By submitting this application, the applicant agrees to comply with any evaluation requirements that may be established by TEA and agrees to submit the required evaluation reports in the format and time requested by TEA. TEA will collect and analyze relevant data from PEIMS if it is available.

Specific critical success factors and milestones will be developed in a manner determined appropriate by TEA.

Performance Measures

The applicant agrees to collect data and report on the following mandatory performance measures:

1. Pathway 1:
 - a. Number and demographics of teachers teaching Education and Training courses, including for dual credit, each semester
 - b. Number of students enrolled on each high school campus per grade level each semester

- c. Number, demographics, and class rank of students enrolled in and completing each Education and Training course each semester
 - d. Number, demographics, and class rank of students completing the entire Education and Training course sequence offered at the high school campus each grant year
 - e. Number and demographics of students participating in at least one CTSO (TAFE/FCCLA) activity or event each grant year
 - f. Percent completion of bi-annual TEA-developed survey of participant groups including participating teachers, students, campus principals, and campus counselors
 - g. Number and demographics of students who participated in at least one Education and Training course who plan to enroll as education majors and/or pursue careers in education each grant year
 - h. Number of high-quality lesson plans submitted to TEA for publication each semester
 - i. Number of college-ready students indicating education as a major on the ACT/SAT each grant year
2. Pathway 2:
- a. Number, demographics, and status towards program completion of paraprofessionals, instructional aides, and long-term substitute teachers receiving stipends to complete their bachelor's degree and/or teacher certification each semester
 - b. Percent completion of bi-annual TEA-developed survey of candidate groups including participating paraprofessionals, instructional aides, long-term substitute teachers, and campus principals
 - c. Number and type of bachelor's degrees and teaching certificates awarded to candidates each grant year
 - d. Number and demographics of candidates promoted to full-time teaching roles within participating LEAs each grant year
3. Pathway 3:
- a. Number, demographics, and status towards program completion of student teachers participating in a year-long clinical teaching assignment or of candidates participating in an intensive pre-service program each semester
 - b. Percent completion of bi-annual TEA-developed survey of participant groups including participating teacher candidates, campus principals, and EPP field supervisors or advisors
 - c. Number and type of teaching certificates awarded to candidates
 - d. Number and demographics of teacher candidates hired as full-time teachers within the LEA the following year

The applicant agrees to submit reports according to the following schedule:

Deadline	Type of Submission	Notes
May 15, 2020	Candidate Information	Form provided by TEA
June 1, 2020	Survey	Link provided by TEA Survey window is May 1–June 1
October 1, 2020	Survey	Link provided by TEA Survey window is September 1–October 1
January 6, 2021	Progress Monitoring	Form provided by TEA
June 1, 2021	Survey	Link provided by TEA Survey window is May 1–June 1
June 16, 2021	Progress Monitoring	Form provided by TEA
October 1, 2021	Survey	Link provided by TEA Survey window is September 1–October 1
January 7, 2022	Progress Monitoring	Form provided by TEA
June 1, 2022	Survey	Link provided by TEA Survey window is May 1–June 1
June 15, 2022	Progress Monitoring	Form provided by TEA

Limits on Contracted Evaluators

When a grantee chooses, or is required under a grant, to hire a contracted evaluator, TEA believes that the evaluator must have the capability to remain independent and objective in carrying out the evaluation. “Independent and objective” implies that there is no influence or control, real or perceived, exerted on the evaluator by any person who is involved in the provision of program services. Therefore, the only way in which a contracted evaluator can be truly independent and objective is not to be involved in any manner with the provision of program services or activities. Otherwise, the evaluator is, at least in part, evaluating its own services.

In addition, TEA is aware that some grant writers develop and design the grant program, write the entire grant application, and then wish to evaluate the grant program. TEA also believes that this scenario poses a conflict of interest for the evaluator, in that the evaluator is evaluating the grant program that he or she designed, developed, and wrote. Again, it is not possible for the evaluator to function independently and objectively if the evaluator performed in this capacity. It is certainly acceptable for the grant writer to receive some information from a potential evaluator to include in the evaluation section of the grant application regarding an appropriate evaluation plan or design, but communication between the grant writer and evaluator should be limited to that specific topic.

Applicants should make every effort to ensure that contracted evaluators be independent and objective.

Application Elements

This section describes the requirements and attachments that must be addressed in and included with the application.

Notice of Intent to Apply

For competitive grants, prospective applicants are requested to submit the Notice of Intent to Apply (NOI) by the date specified in the Grant Timeline. The NOI provides helpful information that allows TEA staff to plan for the management of the applications and review processes. Failure to notify TEA of the intent to apply will **not** disqualify the applicant from applying for grant funds.

The NOI is published along with the RFA on the [TEA Grant Opportunities](#) page.

Reviewer Information Form

For every application submitted for a competitive grant, the applicant is required to submit the names of three individuals to serve as reviewers in the competitive review process for the grant program. For LEAs submitting multiple campus grant applications, the LEA must submit a minimum of three reviewers per campus application or a total of ten reviewers, whichever is less.

Individuals who are hired to prepare grant applications may not serve as reviewers, and their names should not be submitted. Applicants must notify the people whose names they submit that they may be asked by TEA to serve as reviewers.

Once reviewers are selected, they will receive detailed information about the review process. The competitive review for the grant program will take place during the time period given in the Grant Timeline.

The Reviewer Information Form is published along with the RFA on the [TEA Grant Opportunities](#) page. All applicants are required to complete the form and to submit it online on or before the date given in the Grant Timeline.

Required Attachments

See the following section of the [General and Fiscal Guidelines](#):

- Required Program-Related Attachments

Required Program-Related Attachments

The applicant must submit with the application the attachments corresponding to their selected pathway(s) listed below:

1. Pathways 1 and 2 Grow Your Own Program Attachment
2. Pathway 3 Grow Your Own Program Attachment

Scoring and Review

This section provides information on the scoring and review of applications for competitive grants.

Standard Review Criteria

See the [General and Fiscal Guidelines](#), Standard Review Criteria.

Specific Review Criteria

See the [General and Fiscal Guidelines](#), Specific Review Criteria.

Quality of Responses to Program Attachments (20 points)

1. Pathways 1 and 2 Grow Your Own Program Attachment
2. Pathway 3 Grow Your Own Program Attachment

Points will be assigned on the basis that attachment responses are of sufficient quality and depth to address the objectives outlined for each Pathway in the Program Description.

An equal number of points will be assigned to each question on the relevant attachment.

Priorities for Funding

See the [General and Fiscal Guidelines](#), Priorities for Funding.

In addition to the factors considered in awarding competitive grants as outlined in the previous sections above, TEA will award grants according to the following priorities. Applications that receive 70% of the points available through the standard and specific review criteria will have priority points added, if earned and if available per the program guidelines.

TEA Priority	Maximum Points
<p>LEA student enrollment size per the 2018–2019 Texas Public Schools Directory*</p> <ul style="list-style-type: none"> • Less than 500 students (10 points) • 500-999 students (6 points) • 1,000-4,999 students (3 points) • Greater than 4,999 students (0 points) <p>*If applying as an SSA with multiple LEAs, points will be based on average of all LEAs. If applying as an EPP with multiple partner LEAs, points will be based on the average of all partner LEAs.</p>	10
<p>Written letter(s) of support for program activities signed by the chairperson of the local school board(s) or the governing board(s) of participating LEAs. Letters of support must be attached to the application.</p> <ul style="list-style-type: none"> • Letters from 90 percent or more of participating LEAs (5 points) • Letters from 70 percent to 89 percent of participating LEAs (3 points) • Letters from 50 percent to 69 percent of participating LEAs (1 point) • Letters from fewer than 50 percent of participating LEAs (0 points) 	5
<p>PATHWAY ONE AND TWO APPLICANTS ONLY:</p> <p>Districts implementing any of the College and Career Readiness School Models (CCRSM), including Early College High Schools (ECHS), Pathways to Technology Early College High Schools (P-TECH), Industry Cluster Innovative Academies (ICIA), and Texas STEM Academies (T-STEM) that incorporate a program of study in Education and Training (teaching and training) that leads to an Associate of Arts in Teaching (AAT). Evidence of</p>	10

TEA Priority	Maximum Points
<p>course offerings must be attached to the application (e.g., course catalog, four-year crosswalk, etc.)</p> <ul style="list-style-type: none"> • All CCRSM campuses within the LEA offer an Education and Training pathway leading to an AAT (10 points) • At least one, but not all, CCRSM campus offers an Education and Training pathway leading to an AAT (5 points) 	
<p>PATHWAY THREE APPLICANTS ONLY: Partner LEAs agree to offer and/or grow Education and Training programs in LEA high schools with support from the EPP. Agreement must be included in the MOU between the EPP and partner LEA(s).</p> <ul style="list-style-type: none"> • The MOU between the EPP and LEA includes an assurance that each partner LEA will implement an Education and Training program with same requirements outlined in Pathway 1 (10 points) • The MOU between the EPP and LEA includes an assurance that at least one, but not all, partner LEA will implement an Education and Training program with the same requirements outlined in Pathway 1 (5 points) 	10
<p>Total maximum number of priority points for Pathways 1 and 2</p>	25
<p>Total maximum number of priority points for Pathway 3</p>	25

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