





**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

BISD will have completed recruitment and enrollment of Education/Training pathway students for the 2022-2023 school year at BHS. BISD will have a signed, formal memorandum of understanding (MOU) with our IHE partner, ACC. The MOU will specify dual credit crosswalks with high school and college course codes, as well as articulation to a four-year bachelor's degree in education (Pathway 1). It will also specify that dual credit will be offered at no cost. BISD will have completed recruitment and enrollment of Education/Training pathway students for the 2022-2023 school year at BHS. BISD will have a signed, formal memorandum of understanding (MOU) with our IHE partner, ACC. The MOU will specify dual credit crosswalks with high school and college course codes, as well as articulation to a four-year bachelor's degree in education (Pathway 1). It will also specify that dual credit will be offered at no cost.

**Third-Quarter Benchmark**

**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.

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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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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.

BISD is highly interested in developing and maintaining a high-quality GYO program in order to generate an effective and diverse teaching workforce pipeline in the Bastrop community. BISD already has a strong working relationship with Austin Community College (ACC) and this program will further expand and deepen that relationship, extending BISD's efforts to graduate students with postsecondary credentials and/or industry certifications.

To support this pipeline BISD will recruit highly qualified individuals to be lead teachers in the Education & Training CTE pathway. These teachers will necessarily, and naturally, be effective mentors to the future teachers they are working with. BISD will also implement a robust and perpetual recruitment program for the CTE Education & Training pathway aimed at students and families beginning with our middle school population. This program will include guest speakers and promotional materials that reflect dynamic and engaging educators of diverse backgrounds. As the program matures, these guest speakers will eventually be former participants in this very program, and thus able to share success stories in their own experience. Consistent recruitment will also be performed in the educator pathway through campus-level leadership as well as testimonials from the first GYO teacher cohort. First year cohort stories will be shared broadly to celebrate the success of this program and generate further interest/awareness in both potential participants, and district leadership.

To fund a growing program, BISD will seek to partner with local funding sources, such as the Bastrop Education Foundation. GYO program leadership will also work with Bastrop ISD's Board of Trustees to support allocating district funding for the program beyond the timeline of grant funding. Capturing participants' personal stories and outcomes-based metrics (number of graduates with teaching position placements in BISD, percentage decrease in teacher shortage in hard-to-staff areas, number of postsecondary credentials awarded) of success during the grant funded period will serve as a proof of concept that will generate a strong argument for continued district funding of this program. BISD school board's buy-in, as evidenced by the written letter of support, demonstrates the commitment of BISD to grow and sustain this program beyond the period of grant funding.

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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.

BISD's recruitment for the student pathway will include: marketing materials that reflect a diverse educator population, including translated versions (multiple languages) of these materials for students to share with their families; development of a CTSO (TAFE) for the Education & Training pathway that will generate more visibility for what is most attractive about Education career pathways; guest speakers of diverse backgrounds from the field of education, including former graduates from BISD; and student testimonials and presentations about the importance and attractiveness of Education as a career path. BISD will provide targeted recruitment activities, including parent information sessions and college/career counseling, to build student interest and enroll students who reflect the demographics of the district. Students will be informed of their option to take part of the program at both comprehensive high schools, resulting in an Educational Aide I certificate or at the early college high school, resulting in an Associate of Arts in Teaching degree.

BISD's recruitment of staff candidates will include: informational emails and meetings to share the opportunity broadly with as many current employees as possible; active marketing of the program's intent to increase the size and diversity of our teaching workforce; interest surveys for faculty to share their level of interest and ask questions about the program; targeted principal recruiting of highly qualified candidates; the development of inclusive and equitable criteria for the recruitment and acceptance process. Bilingual participants as well as those who will pursue certifications that will make them eligible to teach SPED will be specifically targeted during the recruitment process. Participants will also be specifically recruited who demonstrate high quality instructional capacities, and strong engagement with their students, school, and community. Years of teaching or education-related experience will also be noted, but will not prevent high-quality candidates from being considered.

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Program Requirements (Cont.)

3. Describe how the LEA will equitably select quality, diverse candidates from the pool of eligible candidates who will participate in the program and receive stipends. Include the use of any interview questions, assessment of persistence, recommendations, rubrics, consideration of hard-to-staff areas, or other tools using research-based, equitable best practices.

Pathway 1: BISD will recruit highly qualified CTE teachers for our Education & Training program. Teachers with demonstrated classroom skills and experience will be most intentionally targeted. BISD will strongly encourage applications from all candidates, with the goal of a diverse teaching team reflective of our student demographics (race/ethnicity).  
Pathway 2: BISD is committed to further developing a teaching workforce which matches the demographics of our students and is invested in the community. Important to this process will first be extending our recruiting efforts and encouraging applications from all eligible candidates. To support an equitable selection process, the application process will include letters of recommendation from fellow professionals and supervisors with knowledge of candidates' instructional skills and ability to effectively develop relationships with students and the BISD community. Further consideration will be given to years of service in Bastrop ISD, professionalism, and collaborative spirit. Special emphasis will be placed on recruitment of candidates in hard to staff areas of bilingual education and special education. Following initial review of applications, candidates will be selected to participate in the interview process which will include key stakeholders with intimate knowledge of BISD's areas of strongest need. Following the application and interview process, six candidates will be invited to join our first GYO Program cohort.

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.

BISD is committed to ensuring the success of both pathways, thus establishing a pipeline of high-quality educators. In addition to soliciting and responding to participant feedback, BISD will provide support through the following:  
Pathway 1: Teachers of CTE Education & Training courses will receive ongoing support from both campus and district leadership with respect to program marketing and recruitment, lesson design and implementation. District leadership, spearheaded by the CTE department, will provide support for the recruitment, development, launch, and execution of the CTSO(TAFE) to be established for our Education & Training students. BISD has robust experience running multiple successful CTSOs and will build on successes from those programs. Students will receive targeted college and career advising for the Education field. Students will also be paired with a mentor teacher during their Practicum placement (grade 12) to guide learning and build confidence as the students practice instructional skills, communication, and classroom management.  
Pathway 2: BISD will establish a cohort for candidates. Meeting regularly, this cohort will develop relationships that support members' progress and respond to members' challenges as they persist through the program. Candidates will be included in district and campus professional development. These trainings will be specifically aligned with their certification specialties and teaching needs. Candidates will also be included in PLC meetings relevant to their current and future work. Candidates will be invited to visit classrooms throughout the district to get a clear sense of best practices in the BISD setting.  
Each candidate will be partnered with a mentor. This mentor will provide guidance on best practices, observational feedback, and support for the certification process. Current mentors will be high-quality teachers with demonstrated skill sets. In the future, teachers who have successfully completed the GYO Program will be recruited to serve as mentors to future cohort members.

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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.

To aid in developing a reliable and robust pipeline of educators, all candidates (Pathway 2) invited to participate in the program will be required to sign an MOU which commits them to remain as a teacher in BISD for a minimum of three years beyond the completion of the program and their successful receipt of a teaching certificate as a condition of receiving the GYO Program stipend. This MOU will also state that the district will commit to hiring and retaining each candidate who successfully completes the program in the allotted time frame and demonstrates continual effective job performance.

Student participants (Pathway 1) will have the opportunity to sign an agreement with BISD to guarantee them an interview and reference from the Human Resources Department upon successful completion of all program requirements, a bachelor's degree in education, and a Texas teaching certificate.

**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 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"/>	x \$5,500=	<input type="text"/>
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"/>	x \$8,000=	<input type="text"/>
Number of high schools <u>without</u> existing Education and Training courses in 2020-2021	<input type="text"/>	x \$10,000=	<input type="text"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2021-2023	<input type="text"/>	x \$10,000=	<input type="text"/>
Total Request for Pathway 1			<input type="text"/>

**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.	<input type="text" value="0"/>	<input type="text" value="\$10,000"/>
2.	<input type="text" value="Stipen9,000"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

**Professional and Contracted Services**

6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

**Supplies and Materials**

11.	<input type="text"/>	<input type="text"/>
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

**Other Operating Costs**

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

**Capital Outlay**

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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