



2023-2025 Grow Your Own Grant Program, Cycle 6
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 13, 2022

NOGA ID [redacted]

Authorizing legislation **General Appropriations Act, Article III, Rider 40, 87th Texas Legislature**

This LOI application must be submitted via email to **competitivegrants@tea.texas.gov**.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, October 13, 2022**.

Application stamp-in date and time

Grant period from **February 9, 2023 to April 30, 2025**

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

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Attachment 1: Pathway Selection and Participation

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [redacted]

Applicant Information

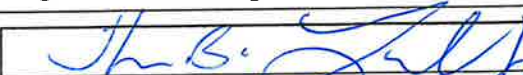
Organization Henderson ISD CDN 201902 Campus High School ESC 7 DUNS 078371051
 Address 300 Crosby Drive City Henderson ZIP 75652 Vendor ID 1756001770
 Primary Contact Wakita Lamb Email wlamb@hendersonisd.org Phone 903-655-5057
 Secondary Contact Dea Henry Email dhenry@hendersonisd.org Phone [redacted]

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Thurston B Lamb, Jr Title Superintendent
 Email tlamb@hendersonisd.org Phone 903-655-5000
 Signature  Date 08/29/2022

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as a fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members and submitted to TEA upon request.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant 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 LOI 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.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2025 Grow Your Own Grant Program, Cycle 6 Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2025 Grow Your Own, Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

PATHWAY 1:

5. LEAs must have a signed letter of commitment or MOU for Education & Training teachers that receive a stipend through the Grow Your Own Grant by May 31, 2023. These participating teachers must commit with the MOU to, at minimum, teach the Education and Training courses and, if applicable, establish and/or grow a chapter of a Career Technical Student Organization (CTSO) as a condition of receiving the stipend.
6. The MOUs for Education and Training teachers must include, at minimum, content outlined on page 11 of the Program Guidelines.
7. If implementing dual credit Education and Training courses, the LEA must have a signed letter of commitment or MOU for the partnering IHE by May 31, 2023. This MOU should include, at minimum, content outlined on page 11 of the Program Guidelines.
8. The LEA will retain documentation locally of each letter of commitment or MOU and submit to TEA upon request.
9. The LEA assures 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 2023-2024, and at least both stated courses in 2024-2025, with the teachers receiving the stipend as teachers of record for both courses or either course. *Please see example on page 9 of the Program Guidelines.
10. To receive a stipend for teaching dual credit, the LEA assures the Education and Training teacher holds a master's degree in an education-related field and be the teacher of record for at least one dual credit course section in 2023-2024 and two dual credit course sections in 2024-2025 within the Education and Training course sequence.
11. All LEA high schools must establish and/or grow a chapter of a CTSO that supports the Education and Training career cluster through either the Texas Association of Future Educators (TAFE) or Family, Career and Community Leads of America (FCCLA) and participate in at least one competitive event per year.
12. The LEA assures that all LEA high schools will participate in an initial TEA-led Teacher Institute in Summer 2023. Education and Training teacher stipend recipients are required to attend the entirety of the Institute. Principals, counselors, and LEA grant managers are only required to attend the first day. Participants who attended any previous Grow Your Own Summer Institute must still attend. IHE/EPP partners and student ambassador attendance is optional but recommended.
13. The LEA assures that each Education and Training teacher stipend recipient will pilot the TEA Education and Training curriculum if they are not currently using a high-quality Education and Training curriculum.
14. The LEA assures that each Education and Training teacher stipend recipient will receive TEA implementation supports and coaching by participating in online collaborative communities to be scheduled by TEA, not to exceed 6 hours per semester.
15. The LEA assures that Education and Training teacher stipend recipients will participate in surveys and, if requested, focus groups not to exceed 1 hour per semester and administered by TEA to receive input on the Education and Training programming.

Statutory/Program Assurances Cont'd

- 16. LEA grant managers shall support Practicum in Education and Training implementation, including but not limited to student scheduling, identifying field sites and field site teachers, and coordinating student transportation to field sites.
- 17. LEAs shall develop a marketing and recruitment plan to grow enrollment in high school Education and Training courses. Upon request by TEA, all LEA high schools will submit their plan for marketing and student recruitment.
- 18. LEAs must, upon request, submit reports on progress towards performance measures to TEA. If requested, LEAs must participate in focus groups and surveys to give input on the Education and Training programming.
- 19. All grant-funded teachers must be identified and submitted to TEA by May 31, 2023.

PATHWAY 2:

- 20. LEAs must have a signed letter of commitment or MOU for each candidate that receives a stipend through the Grow Your Own Grant by May 31, 2023. All candidate stipend recipients must commit with a MOU, at minimum, to remain at the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- 21. The MOUs for candidates must include, at minimum, content outlined on page 13 of the Program Guidelines.
- 22. LEAs must have a signed letter of commitment or MOU from each accredited EPP (see Eligible Applicants section of the Program Guidelines) that will partner with the LEA to award teacher certifications to all candidates (those earning a bachelor's degree and teacher certification and certification-only candidates) by May 31, 2023.
- 23. The MOUs for EPPs must include, at minimum, content outlined on page 13 of the Program Guidelines.
- 24. The LEA will retain all MOU documentation locally and submit to TEA upon request.
- 25. LEAs must allow reasonable paid release time and schedule flexibility, as determined by the LEA, for candidates to complete their degree and certification course requirements while engaged in the grant program.
- 26. All certification-only candidates within a LEA will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
- 27. The LEA assures that candidate stipend recipients participate in surveys and, if requested, focus groups not to exceed 1 hour per semester and administered by TEA to receive input on the grant programming.
- 28. If positions are available that can be appropriately filled in alignment with candidates' certification area(s), LEAs must commit to hiring/retaining candidates upon successful completion of their teacher certification to serve as a teacher of record in the LEA by the start of the 2025-2026 school year.
- 29. LEAs must, upon request, submit reports on progress towards performance measures to TEA.
- 30. The names of all grant-funded teachers and/or candidates must be identified and submitted to TEA by May 31, 2023.

ALL PATHWAYS:

- 31. If a teacher or candidate is unable to continue with the grant program, the LEA must file an application amendment and provide TEA with an update of the new amount and type of stipend recipient(s) within 30 days of notification.
- 32. LEAs must file application amendments within seven days of a request from TEA.

Program Description

Describe how the Grow Your Own program will be implemented with grant funds and how the grant will address the LEA's teacher pipeline needs.

We will use these funds to support our Education teacher and the program in our CTE Dept. She is training our high school students and partnering with campuses within the district to expose students to the art and science of teaching. We will also use the funds to support para-professionals pursuing a bachelor's degree and individuals in a teacher certification program that already possess a bachelor's degree.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for key personnel to be involved in the implementation and delivery of the program. Include each of the following individuals (when applicable) and a description of each role: 1. The LEA's grant manager; 2. LEA leaders involved in program implementation; 3. The campus principals for participating Education and Training high schools; 4. the college/career counselors for participating Education and Training high schools; 5. Education and Training teachers; 6. Education and Training field site teachers for Instructional Practices and/or Practicum courses; 7. Any other personnel responsible for implementing the grant.

Title and Responsibilities of Position

Grant Manager- Wakita Lamb

Implementation Leader- Lisa McCreary, Amanda Wallace

Campus Principal- Shannon Dickerson

CCMR Counselors- Brittany Irvin, Makeba Mitchell, and Amy Creamer

Education and Training Teacher/ Education and Training Field Site Teacher- Julia Cassard

Goals and Objectives

Describe the major goals/objectives of the proposed Grow Your Own program. Describe the talent management strategy, (including the LEA's approach to recruiting, hiring, and retaining qualified teachers) related to those goals/objectives.

Most often individuals aspire to get the education to meet the requirements to become a certified teacher but are not in the position to do so financially. This grant will afford them an opportunity to not only pursue their education but reduce the financial strain that is often associated with that process.

The students in the education training program will have more opportunities for college visits and visits to neighboring districts to observe what teaching looks like on a different scale that where they currently attend high school.

The talent management strategy includes recruiting teachers by visiting colleges, attending career fairs and really emphasizing the importance of quality educators during staff development for our non-certified and non-degreed personnel and throughout each year of the education training programs for our high school students. The hiring process is a standard hiring process with considerations for student needs and student populations being served. However, being a current employee does decrease the number of steps required to transition to a teaching position. The retention process is through the mentoring program that lasts for 2-3 years for new teachers and provides an opportunity for them to meet and interact with district staff, ask technology questions and get quality input on how to experience success while navigating being a new teacher. We teach them to avoid survival mode and stay in a mode of success.

Progress Monitoring and Evaluation Measures

Describe how the performance measures identified for this program are consistent with the purpose of the program and related to teacher pipeline needs. Include the tools and processes used to measure performance and the extent to which the major goals and objectives of the grant are met.

The purpose of this program is for us to create a pool of teachers that reflects our student population and consists of highly qualified teachers. The education and training teacher is to work diligently to peak the interests of all students and encourage all students to pursue a career in education. Once the teacher has students enrolled in the program it is the teachers responsibility to support students and assist them in realizing success from the beginning to the end of the program and continue the cycle of recruitment, production and retention of highly qualified educators within our school district. We have partnered with Kilgore College for our dual credit hours and work closely with them to keep the students on track through the education training process.

Teacher candidates participating in this program are required to provide grade reports at the end of each grading period. They are required to meet the federal financial aid guidelines of meeting satisfactory academic progress. If at any point the candidate is not satisfying the academic progress requirements his or her participation will be discontinued. There are certified educators in the district who volunteer to assist with certification preparation when needed. All candidates are formally evaluated once per fiscal year in addition to the grade checks.

Students going through the education and training program are required to maintain a grade of 70% or higher and are introduced to the processes required to enter college, apply for scholarships and learn what their degree plan is prior to exiting the high school program. They are highly encouraged and supported to maintain an "A" average throughout the program and once they move on to college.

Budget Narrative

Referencing the applicant's budget workbook and the Application Funding section of the Program Guidelines, outline the proposed budget and amounts for allowable uses of grant program funding. This should also match the Pathway Selection and Participation section of this application.

\$11,000- teacher stipend
\$2,000- Education and Training field site teacher stipends
\$5,000- Project Director
\$5,000-Teacher Supervisor

Subtotal of \$23,000

\$114, 000- teachers pursuing bachelor's and teacher certifications
Total of \$137,000

Sustainability Plan

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 to increase the LEA's 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.

The program will be maintained using CTE and general funds as it continues past the grant period. The Asst. Superintendent of Human Resources and the Career and Technology Education Director have been working together to enhance this program for students as well as staff. One of the advantages in the district is that most of the people working in the district are from the area and plan to stay here. We are simply offering them an opportunity they would not have otherwise to further their education by way of becoming a teacher of record through earning a bachelor's degree and/or teacher certification. Our district is 70% economically disadvantaged so most of our parents cannot afford college and this grant has spearheaded the opportunity for tuition, books and fees to be covered and all they have to do is provide the time and effort.

The candidates have monthly meetings where they have the opportunity to discuss any grows or glows and receive the support they need to be successful. The employees are required to report academic progress at the end of each term and they are required to have been in the district for at least two years. An additional advantage is we are the largest employer in the county and that leads to employees with a good work ethic that are loyal. As the program moves forward through grant funding it affords us the opportunity to look at our budget and find ways to fund the program in the future. The grant also allows us to show our School Board the positive outcomes yielded thus far as we ask for budgetary approvals related to the sustainability of the program.

Stipend Recipient Recruitment

Describe the plan to recruit Education and Training teachers within Pathway 1 and/or candidates within Pathway 2 who are interested and eligible in participating in the program and receiving stipends. The plan must include strategies to equitably recruit diverse individuals and identify individuals with potential criteria including: **A. Pathway 1:** For Education and Training teachers, a demonstrated track record of success and/or achievement, involvement in student organizations and/or school activities, strong evaluation ratings (if applicable), and strong relationships with students (if applicable). **B. Pathway 2:** For candidates, 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 to recruit people interested in Pathway 1 is our Fish Fair. This is an opportunity for our incoming freshmen to explore the program, speak to students who are currently in the program and talk to the counselors about the benefits of the program and how being an educator works and the benefits related to being an educator. The 8th grade student also take a CCR course that introduces them to the career pathways and during the course of the year the students and teacher of the education and training program visit the classes to speak about the program and answer any questions. The plan to recruit people interested in Pathway 2 is to have human resources go around to the campuses and various departments to discuss the opportunity, who qualifies to participate, the timeline and the funding. We have already seen life skills aides transition to teachers of record and had someone from maintenance start the program and become a teacher and coach through DOI while pursuing his certification. We have seen this grant opportunity attract a diverse group of people within our district already using the approach of an initial interest meeting and then going to the various departments within the district to present the information. The participants have worked in district for many years and been model employees.

Stipend Recipient Memorandums of Understanding (MOUs)

Referencing the Program-Specific Assurances in the Program Guidelines, describe the MOUs in which: **A. Pathway 1:** Education and Training teacher stipend recipients agree to meet grant requirements and any other terms set by the LEA; **B. Pathway 1:** IHE that will partner with the LEA(s) to implement dual credit Education and Training courses and commit to supporting the Education and Training teachers and course implementation (if applicable); **C. Pathway 2:** Candidate stipend recipients commit to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend and if a position is available, the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance; **D. Pathway 2:** Accredited EPPs that will partner with the LEA(s) to award teacher certifications to candidates and commit to supporting candidates with completion of their teacher certification and supporting LEA(s) with implementation of the grant program.

- A. Pathway 1: The instructor's MOU outlines the expectations for student participation, candidate diversity, and candidate completion. If the standards are not met the teacher will no longer be eligible for the grants associated with student management and facilitation of the education and training program.
- B. Pathway 1: The Kilgore College MOU outlines the 60x30TX goals, what the college will provide pertaining to personnel, and the requirements for high school students to earn college credit. The course curriculum, instruction and grading standards will be defined by the college. Finally, it outlines the ethics and required standards for all students to participate in the program.
- C. Pathway 2: Candidates are advised about the requirements to receive stipends and must sign in agreement with meeting those standards to receive the stipend. They are also informed of hiring process and that positions are not automatic but are upon availability.
- D. Pathway 2: Candidates are advised about qualifying programs, acceptable fund usage, gpa requirements, the allowable timeline for completion and conditions associated with seeking employment within the district.

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section	Reason for Amendment
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