



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

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):

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

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 Title

Email Phone

Signature Date

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.

MFISD is lacking a workforce that is representative of the community. Also, MFISD has open teaching positions each year with no qualified applicants. For the 2022-2023 school year, MFISD hired 19 individuals under DOI. DOI cannot be used for special education and bilingual/ESL positions. In Pathway 1, MFISD will create a pipeline of students in HS who will pursue education as a career. Recruiting students to pursue education as a career is paramount for attracting qualified, diverse candidates into the teaching profession, particularly in rural & small school settings. E&T teachers will be expected to instill enthusiasm in the program. This daily infusion of positive perspective will encourage and motivate students' involvement and interest to ensure sustainability of the program. Our belief is the increase of local teachers who look like our students and come from similar circumstances will increase the engagement of all of our students. By supporting our students to pursue education, implementing low-risk, low-cost collegiate experiences, and providing them with successful experiences, we promote the building of a demographically matching, local educational workforce from our ISD to community college to a university. MFISD Pathway 1 programming will focus on increasing enrollment and diversity in E&T courses, providing a dual credit sequence for E&T courses, providing support for students to pass the TSI in order to to enroll in additional dual credit courses in high school, increase enrollment & diversity in FCCLA, increase participation in competitive events in FCCLA, assist E&T students in removing barriers to post-secondary education, and implement a post-secondary system for monitoring & supporting E&T students as they enroll in higher education. MFISD Pathway 2 programming will consist of identifying 2 candidates who have completed a bachelor's , but need certification. In addition, the district will identify 5 candidates who need to complete their degree and certification - priority given to special education and bilingual/ESL.

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: Asst. Superintendent of C & I. She manages the federal grants in Marble Falls ISD and oversees the C&I Dept. She will conduct monthly check-in meetings over the grant with the key leadership team, adjust grant activities as needed, and complete required reports to TEA. She is the main contact for implementation of all parts of the grant.

LEA Leaders: The Deputy Superintendent oversees HR as well as multiple other departments. He will assist in implementation in both pathways in regards to HR letters of intent to HS students, MOUs with IHEs and EPPs in Pathway 2, as well as hiring of staff. Exec Dir. Secondary leads all CTE programs and will be hands on for Pathway 1 in implementation steps in expanding the E&T program.

High School Principal will provide on site support to the Education & Training teachers and students. He will participate in monthly grant leadership meetings as well as provide feedback to E&T teachers regarding implementation of the TEA high-quality curriculum. In addition, he will assist in establishing a monitoring process for students involved in E&T class and CTSO.

Lead High School Counselor & College/Career Advisor: MFHS lead counselor will serve as the main counseling contact for the grant with the support of the College/Career Advisor. The two positions will work to assist in identifying, recruiting, and guiding students in Pathway 1 as well as be a support resource for our candidates in Pathway 2 in navigating coursework to complete their degrees.

Education & Training Teachers: The two E&T teachers have over 35 years of combined experience in education. Teacher 1 will teach the Principles course sections and Teacher 2 will teach the dual credit Instructional Practices and Practicum course sections. Teacher 2 is already approved by the IHE to teach dual credit. Both teachers sponsor the CTSO FCCLA and have a strong commitment to grant.

Education & Training Field Site Teachers: Designated teachers with over 3 years of experience serve as field experience teachers at two elementary campuses. E&T field site teachers teach and guide students in the program in their creation of instructional materials and lessons, building their knowledge of solid instructional practices, and serve as a mentor. They will complete checklists of activities.

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.

The MFISD grant program will focus on the following goals for Pathway 1: 1.)Increase enrollment & diversity in E&T courses, 2.)Increase number of students who pass TSI in E&T courses,3.)Increase participation & diversity of students in FCCLA,4.)Increase participation of students in FCCLA at conferences and competitions,5.)Student certification of Educ. Aide 1 upon HS graduation,6.)Increase post-secondary enrollment of students in E&T courses,7.)Student completion of 6 dual credit E&T course hours,8.)Implement mentor program for 1st generation E&T college students,9.)Hiring of students from E&T courses for summer programming and in ISD workforce post HS graduation,10.)Implement robust data gathering system for informing sustainability beyond grant program. The MFISD grant program will focus around the following goals for Pathway 2: 1.)2 candidates identified for program who need certification only, 2.)5 candidates identified for program who need to complete their degree and certification, 3.)7 total candidates eligible for hire in the Fall of 2025 from Pathway 2, 4.)Support system built that includes monthly check-ins, district mentor, and visits with college/career advisor to ensure success in the program, 5.)Development of a sustainable pipeline program in MFISD for additional paraprofessionals, long-term substitutes, and instructional aides to seek degrees and certification. MFISD participates in job fairs both in person and virtually. Also, several admin staff speak at university classes to recruit for MFISD. Barriers to relocating to MFISD include adequate & affordable housing, pay, proximity of location of activities/venues younger adults can access. MFISD has rigorously worked with local realtors to acquire housing for staff, including contacting community members who have summer homes to see if they will rent to teachers during the year. MFISD has implemented a retention stipend for 22-23 school year, passed a DOI amendment to hire degreed professionals who lack certification, as well as implemented a recruitment stipend for employees who refer someone who gets hired. This grant program is the next crucial step.

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.

Enrollment in E&T courses has significantly declined since COVID-19. In addition, current E&T student demographics in the classes has changed from advanced students to a high percentage of students who need extra support. Current enrollment: 45 students across all E&T classes with 78% At-Risk, 67% low SES, 45% LEP, and 10% McKinney Vento. Many of these students are highly motivated to pursue education, but the barriers are immense. TSI rates are low, and none of the students are enrolled in other dual credit courses. Passing TSI is not required for the dual credit E&T courses. We have established benchmark data points for bimonthly and quarterly points in the grant. Pathway 1 data points: 1.) Courses created in master schedule and marketed to students, 2.) MOUs created with IHE for dual credit (we have established relationship with IHE), 3.)E&T staff MOU created, 4.)Data collected on every student enrolled to begin personalized plans for success, 5.)Enrollment in courses, 6.)Attendance in courses, 7.)Grades in courses/GPA & rank, 8.)TSI status of IP and Pract. students, 8.)FAFSA status of seniors, 9.)Completion of E&T courses and dual credit courses, 10.)FCCLA enrollment participation, 11.)FCCLA participation in conferences and competitions, 12.)Students completing Education Aide 1 certification, 13.)Students hired by ISD for summer programming(16+) or for instructional aide positions while working on a degree, 14.)Walk-through data of E&T teachers, 15.)Student surveys, 16.)Completion of TEA data required. MFISD has 19 degreed professionals in classrooms for the 22-23 school year who fall under DOI. Long-term substitutes are in place in several bilingual/ESL & special education classrooms. For many positions open there were no applicants at all, or no qualified applicants. Pathway 2 data points: 1.)Confirmation of 7 total GYOG candidates with MOUs signed, 2.)MOUs created/signed with EPP, 3.)MOUs created/signed with IHEs, 4.)Candidate PLC participation & notes, 5.)District mentor check-in logs, 6.)Completion of coursework, 7.)Stipends paid, 8.)Substitutes used for release time, 9.)Completion of monthly checklist of activities that pay attention to attestations and check that participants are on track to complete program by deadline, 10.)Completion of TEA data required. The GYOG leadership team will meet bimonthly regarding grant activities to determine if we are making progress towards our goals. The team will identify if each pathway is on target or if adjustments need to be made, what barriers/obstacles may be placing the program at risk of not growing, and if an amendment needs to be submitted to TEA for authorization to modify the current program. Sustainability of programming will also be addressed at each meeting. Quarterly meetings will include the leadership team and additional stakeholders.

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.

MFISD focused on three goals in building the budget for the MFISD Grow Your Own program:

1. Provide pathways for sustainability of the program after the grant funding ends
2. Provide a more engaging, enriching, and supporting experience for high school students interested in pursuing a career in education.
3. Implement a rigorous system of support for the paraprofessionals, long-term substitutes, and instructional aides pursuing completion of degrees and certification through the coordination of many ISD and community resources.

PATHWAY 1:

Education & Training teacher stipends disbursed over the two-year grant timeline: \$18,500

- \$5,500 for one teacher who is teaching Principles of Education & Training course not for dual credit.
- \$11,000 for one teacher who is teaching Instructional Practices and Practicum in Education & Training for dual credit.
- \$2,000 to be split and disbursed to field site teachers across both years of the grant timeline. The goal is for Marble Falls ISD to have at least 30 elementary field site experience teachers at primarily two elementary schools. The district local budget will supplement the grant funds in order for the teachers to receive a \$100 stipend per year.

Travel to Summer 2023 TEA-led Grow Your Own Institute: \$3,000

- Assistant Superintendent of Curriculum & Instruction, Marble Falls High School Associate Principal, two Education & Training teacher stipend recipients, CTE Coordinator, the college/career advisor and the lead MFHS counselor will attend the institute to strengthen the kick-off of the new grant program.
- The local budget will supplement grant funds in the event the cost exceeds the allotted budgeted amount.

Implementation and growth of the Education & Training program and organizations: \$7,000

- Funds to be used for Education & Training courses for consumable supplies and instructional materials and resources to enhance their field experiences.
- CTSO – FCCLA – supplies and materials for students to engage in hands-on outreach activities, enrichment activities with children, and for competitions.
- Marble Falls ISD local budget will pay the dual credit tuition cost to Central Texas College for the Education & Training students from other district funds.
- The district will seek sponsorships for student dues for any student pursuing education who cannot afford dues.

MFISD local budget will fund travel to field experiences.

In addition, students who are 16 years and older, who pass the appropriate background check, will be given priority as student workers to work summer programming for the district.

PATHWAY 2:

Candidate stipends to cover tuition, fees, and living expenses incurred within the grant timeline: \$98,500

- \$5,500 per candidate for two candidates earning teacher certification only.
- \$17,500 per candidate for five candidates completing a bachelor's degree and earning teacher certification

Substitute Cost to provide release time and flexibility for candidates: \$8,000

- \$1,500 allocated for substitutes for release time per candidate earning teacher certification only
- \$1,000 allocated for substitutes for release time per candidate completing a bachelor's degree and earning teacher certification

In addition, all Grow Your Own candidates will be automatically eligible to be hired as summer school staff, on a flexible schedule, in order to earn additional income throughout the summer months.

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.

MFISD has planned financial sustainability through the proposed grant budget. Some items are being covered by the local budget. Additional activities have been tagged to be funded by local, state and/or federal funds in the future. MFISD is working with multiple community agencies for Pathway 1 & 2 sponsorships in future years. MFISD has created a crosswalk of activities to fund sources for actively planning for the future. As MFISD works through the grant program, sustainability will remain a continued discussion point as it is a priority for us to be fully staffed in future years. Our sustainability discussions will focus around several points: 1.)Continual evaluation of our needs through comprehensive needs assessment conducted yearly, 2.)Base decisions on data, 3.)Discussion of activities to continue, abandon, or modify for future years in each pathway, 4.)Financial sustainability. In researching student information for our grant program, it became apparent that students who are interested in pursuing a career in education will need extensive supports to pursue post-secondary education. We are fortunate to have a community college site and a small university site within our community, we will continue discussions for future MOUs to support these students so they do not need to leave the community if it places a burden on their family. In gathering data to inquire if MFISD had staff who would qualify for Pathway 2, it was discovered that MFISD has over 30 staff who have started a degree and have not completed it. The number of candidates who will have or could have 75 hours by May 2023 is significantly less. Many of the staff are interested in pursuing their degree and MFISD plans to develop a plan that will support staff after the grant period ends. Candidates who are chosen for Pathway 2 will become ambassadors for the MFISD GYOG program that is built to sustain beyond the grant. Since they will sign a MOU in which they agree to stay with the district for a minimum of three years after the completion of their program, we will tap their talent and experience to make adjustments to create a program that should be long-lasting. Focused sustainability discussions will happen in the quarterly leadership meetings.

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).

Pathway 1: Candidates are selected based on the following: Current Marble Falls ISD employee, Years of experience in education, Must hold appropriate teacher certification, Qualified to teach dual credit E&T courses, Have created strong relationships with their students, Strong evaluation ratings, History of recruiting students, Classroom management skills, History of leading student organizations, History of collaborating with staff for improved outcomes and student success, Measurable student achievement over a period of time, Desire to expand career, and Commitment to stay with the district for at least three years. A campus committee composed of campus and district leadership will select potential candidates for interviews. A rubric using the previously mentioned metrics will be used to determine the best candidate to continue to grow and expand the E&T program. MFISD has chosen two teacher with over 30+ yrs of experience to serve in these roles. Pathway 2: MFISD has already implemented recruitment efforts for Pathway 2. Data on all staff who have college hours has been collected. An informational meeting was held to gain interest, and an additional communication to staff has been sent. Candidates selected must meet the grant requirements listed in the program guidelines in regards to program completion date and degree and certification completion dates. Those wishing to apply will submit an application as well as recommendation letters from their supervisor and two teachers from their campus. A selection committee of district and campus administrators will choose the top 2 certification only candidates and the top 5 degree/certification candidates based on the criteria above. Candidates pursuing certification in hard-to-staff areas such as bilingual/ESL and special education will be given priority consideration. Candidates will sign a MOU to commit to remain in MFISD for at least 3 years after program completion.

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: E&T Stipend Recipient MOU will contain the following items:

Must have been a MFISD teacher in the 2022-2023 school year, must be fully certified to teach E&T courses, commit to teach the E&T courses, grow FCCLA enrollment, increase participation in FCCLA competitions and activities, serve 3 years as teacher of record, dual credit teacher must hold a master's degree (18 hours in education) and be approved by IHE for courses, dual credit teacher must teach 2 dual credit courses in 2023-2024 thru the 2025-2026 school year, must attend the TEA summer institute, will pilot the TEA E&T curriculum, will receive TEA implementation supports and coaching by participating in online communities (not to exceed 6 hours per semester), shall assist in identifying field site teachers, coordinating student transportation, setting up mentors for 1st generation college students, coordinate/support work with lead counselor and college/career advisor, track TSI scores and support students in activities to prepare for TSI, total stipend amount, stipend payment schedule, assist in creation of marketing and recruitment plan, outline of district support, participation in district quarterly leadership meetings, completion of TEA required surveys and data submission. MOU will also include what will happen if the teacher is unable to fulfill the requirements of the MOU.

B. Pathway 1: IHE MOU for dual credit will contain the following items:

Qualifications required for E&T dual credit teacher, contingency plan if dual credit teacher is sick or leaves, grade reporting, attendance reporting, curriculum materials to be used, outline of MFISD support, and student data sharing component.

C. Pathway 2: Candidate stipend recipients MOU will contain the following items:

Length of agreement for candidate to earn bachelor's degree and/or teacher certification, certification only candidates - must have degree by May 15, 2023, degree and certification candidates - must have 75 hours by May 15, 2023 and must graduate with degree and certification by April 30, 2025, stipend amount candidate will receive, stipend payment schedule and process for tuition, fees and living expense incurred during period, process for accessing substitutes for release time, reasonable paid release time and flexibility expectations, commitment to serving as a teacher of record beginning in the fall of 2025, name of EPPs and payment schedule, submission of transcripts at the end of each semester, commitment to staying with MFISD for at least 3 years upon completion of program, contingency plan in the event that no teaching positions are available upon candidate's completion of the program, participation in district quarterly leadership meetings, completion of TEA required surveys and data submission. MOU will also include what will happen if the teacher is unable to fulfill the requirements of the MOU.

D. Pathway 2: Accredited EPP & IHEs MOUs will contain the following items:

Length of agreement of EPP partnership, stipend payment schedule and process for candidate tuition, fees and living expenses incurred within grant period, and candidate support expectations of MFISD and IHE/EPP. Please know that each IHE will have a separate MOU. One EPP MOU will be completed for both candidates seeking certification only.

In addition, to the above MOUs, MFISD will also create a letter of intent that will be given to students who complete the E&T pathway upon graduation stating that if they complete a degree in education and return to MFISD they will be guaranteed and interview and given priority consideration in hiring.

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