



Grow Your Own

PROGRAMS FOR SCHOOL STAFF

Future Proud Michigan Educator Grow Your Own Grant for School Staff 2023 Grant Application Template

As a continued part of Michigan's efforts to grow and diversify the educator workforce and reduce educator shortages, the Michigan Department of Education (MDE) will continue the Future Proud Michigan Educator (Future PME) initiative with Grow Your Own (GYO) grants for Local Education Agencies (LEAs), Public School Academies (PSAs) and Intermediate School Districts (ISDs).

More information about Future PME and grant application resources are available on the [Future Proud Michigan Educator Grant Website](#).

Grant Applications will be hosted in GEMS/MARS. This document serves as a reference and a copy for applicant records. The text in purple will not appear in the application and is meant to guide applicants as they draft their responses.

Applicant Information

Applicant Name (First & Last):

Applicant Title/Position:

Applicant LEA, PSA, or ISD:

EEM code: **EEM codes will autofill based on the previous selection**

If you are applying on behalf of more than one district, please list all EEM codes represented in this application:

Applicant email: **to receive primary correspondence about the grant**

Business Office or Financial representative (First and Last): **Applicants will need to identify the representative who will report costs, participate in monitoring and access NexSys.**

Business Office or Financial representative email:

Applicants will check one or both options below, and the relevant section(s) (linked in blue) will appear in the application. If a box is not checked, the section will not appear in the application.

- GYO Grants- Degree Granting Programs (sec. 27b): This application will include a request for [GYO Programs](#) in partnership with one or more degree-granting Michigan approved educator preparation programs
 - GYO Grants- Alternative Routes (ec. 504): This application will include a request for [GYO Staff](#) in partnership with Michigan approved alternative route educator preparation programs
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GYO Program Grants – Degree Granting Programs Section 27b of PA 144 (2022)

To sustainably fill district teaching staff vacancies, applicants are invited to apply for funds on behalf of support staff to become initially certified as a teacher, or currently certified teachers to earn additional endorsement or certification via an advanced degree. Eligible candidates must enroll in a degree-granting Michigan approved educator preparation program. A list of programs are available in Section B.

- The applicant must complete sections A-G for the application to be considered complete and eligible for review.
- Please limit each narrative portion to 1250 characters.
- Grantees will receive their awards in both state and federal funds.
 - Federal obligation period is 3/3/21-12/31/24 with liquidation by 12/31/26
 - State obligation period is 7/14/22-9/30/24 with liquidation by 12/31/26
- If further information is needed, please email MDE-PME@Michigan.gov.

Section A: Statement of Need & Current Efforts **Applicants will write 3 narratives.**

- Describe the need for a Grow Your Own (GYO) partnership in the applicant’s LEA, ISD, or broader community. In your description, provide projected workforce needs, including but not limited to concrete data on the demand for certified teachers and

- the supply of non-certified personnel who may be supported through this grant.
- Indicate the number of support staff projected to participate in a GYO program in the 2022-23 academic year.
 - Describe the district's current efforts in recruitment, retention, or diversification of the workforce and how a Grow Your Own partnership will support those efforts.

Section B: Educator Preparation Provider Partnership **Applicants will select checkboxes.**

- Using the list below, identify any Michigan educator preparation provider with which the applicant will collaborate for preparation coursework, mentorship, and supervision. **Note: Funding will only be approved for partnerships involving approved Michigan educator preparation providers.**
 - Adrian College
 - Albion College
 - Alma College
 - Andrews University
 - Aquinas College
 - Calvin University
 - Central Michigan University
 - College for Creative Studies
 - Concordia University
 - Cornerstone University
 - Eastern Michigan University
 - Ferris State University
 - Grand Valley State University
 - Hope College
 - Lake Superior State University
 - Madonna University
 - Michigan State University
 - Northern Michigan University
 - Oakland University
 - Rochester University
 - Saginaw Valley State University
 - Siena Heights University
 - Spring Arbor University
 - University of Michigan – Ann Arbor
 - University of Michigan – Dearborn
 - University of Michigan – Flint
 - University of Michigan – Flint Alternative Route
 - Wayne State University
 - Western Michigan University

Applicants will write a narrative.

If the applicant is leveraging an existing partnership with a preparation provider, describe the history of collaboration between the two entities for teacher preparation recruitment and

preparation.

- If the applicant is engaging a new partnership, describe the process and rationale for selecting the educator preparation provider.

Applicants will upload a document.

Provide a signed partnership agreement between the applicant and the proposed partner that addresses the following items:

1. Necessary semester credit hours and tuition rate (including fees) for completion of initial teacher certification.
2. Scope of coursework to be provided (e.g., introductory courses, methods coursework, student teaching).
3. Responsibilities of both parties for identifying and selecting teacher candidates and mentor teachers to support teacher candidates.
4. Commitment of the provider to evaluate candidate's educational background, relevant professional learning, and employment experience to waive coursework and other program requirements to expedite the pathway to certification.
5. Responsibilities of both parties for mentorship, coaching, observation, and assessment of teacher candidates.
6. Responsibilities of both parties to support teacher candidates in preparing for the Michigan Test for Teacher Certification.
7. Commitment of both parties to support the candidate beyond the conclusion of the GYO program if the candidate has needs that remain unmet by the program (testing support, career counseling, induction support, etc).

Section C: Candidate Selection Process and Terms of Employment **Applicants will write 5 narratives.**

Box 1

Describe criteria to be used to identify eligible teacher candidates.

- Criteria must include a pledge that before providing funding under this section to an eligible recipient, the district or intermediate district will require that the eligible recipient pledge to serve as a full-time teacher at the district or intermediate district for at least the same number of years as the recipient participated in a grow your own program.

Box 2

Describe the process to be used to select teacher candidates the LEA, PSA or ISD will support and how it aligns with applicant needs as detailed in Section A.

- Process must include a pledge to hire an eligible recipient as a full-time teacher upon their receipt of an initial teaching certificate and provide for student teaching opportunities.

Box 3

Describe the terms of employment for teacher candidates (e.g., salary and benefits to be offered, job assignment).

Box 4

Describe supports and supervision the applicant will offer to ensure teacher candidates are able to balance coursework and employment commitments.

Box 5

Applicants do not need to have identified specific candidates to apply. If applicants have already identified candidates to support, please describe how their employment will support applicant needs as described in Section A.

Note: This grant may only be used to fund support staff to become initially certified as a teacher or currently certified teachers to earn additional endorsement(s) via an advanced degree. Candidates who fall outside those parameters cannot be funded.

Section D: Anticipated Cohorts

Applicants will enter information into fillable fields in the table.

Using the table below, identify the group(s) of employees that will participate in the GYO program. For each group, indicate the anticipated number of candidates and the identified educator preparation provider who will engage in partnership to support this group. Then, specify when these candidates started/will start their programs and when the candidates are expected to finish their programs.

Note: Applicants are not required to build multiple programs. Successful applications may exclusively serve one group of employees.

Example table

	Candidate Role	#	Educator Preparation Provider	Estimated beginning	Estimated end
Group 1	Paraprofessionals	4	Adrian college	8/11/2021	9/1/2025
Group 2	Teachers adding NS endorsement	7	Eastern Michigan University	5/1/2023	7/30/2024
Group 3	Substitute Teachers	3	Northern Michigan University	8/25/2023	12/20/2025
Group 4	Teachers adding SV Endorsement	2	Spring Arbor University	8/15/2022	5/30/2024
Group 5					

Section E: Programs for Students in Grades 6-12

Applicants will check the box OR complete a narrative.

**If your application budget will include costs for future educator programs for students in grades 6-12, please complete this section. If not, please check the box below and move to Section F: Budget.*

We are not interested in allocating funding for programs for students in grades 6-12 at this time.

Optional Narrative Box

After consulting with the resources on the [Future Proud Michigan Educator Explore](#) website, describe the program that your organization will use to encourage students in grades 6-12 to consider a career in education. Specify the number of students this program is intended to reach.

Build a budget for your Explore program that allocates implementation costs for curriculum, materials, professional development, and hands-on-learning experiences to encourage students in any of grades 6 through 12 to consider a career in education.

Note: this budget cannot exceed 10% of your overall budget for this application, as submitted in Section F.

Section F: Budget

Applicants will enter information into fillable fields in the table.

As a reminder, allowable expenses for GYO programs include, but are not limited to:

- a) Tuition and fees for attendance at a state-approved education preparation provider for a traditional bachelor's degree for current staff who are not teachers, or for an advanced degree for current staff to add endorsements to a valid teaching certificate.
- b) Books.
- c) Testing fees.
- d) Travel to and from coursework.
- e) Substitute employee salary and wages for the duration of the educator preparation program attended by the recipient staff of the district or intermediate district.
- f) Costs for curriculum, materials, professional development, and hands-on-learning experiences to implement an EXPLORE program within the district or intermediate district to encourage students in any of grades 6 through 12 to consider a career in education (Function codes 112, 113, 271, and 291).

Note: Not more than 10% of funds received by a district or intermediate district under this section may be used for this Section E.

Function Code	Salaries (1000)	Benefits (2000)	Purchased Services (3000,4000)	Supplies and Materials (5000)	Other (7000, 8000)	Total
135: Tuition and Fees	\$	\$	\$	\$	\$	\$
135: Books	\$	\$	\$	\$	\$	\$
135: Testing Fees	\$	\$	\$	\$	\$	\$
135: Travel to and from Coursework	\$	\$	\$	\$	\$	\$
135: Substitute Employee Salary and Wages	\$	\$	\$	\$	\$	\$
<i>Section E</i>						
112: Middle School Instruction	\$	\$	\$	\$	\$	\$
113: High School Instruction	\$	\$	\$	\$	\$	\$
271: Pupil Transportation Services	\$	\$	\$	\$	\$	\$
291: Student Clubs and After-school Activities	\$	\$	\$	\$	\$	\$
<i>Other</i>						
Specify code []	\$	\$	\$	\$	\$	\$
Sub-total						\$
999: Indirect Costs at your Federal approved rate (If applicant does not have an approved Federal rate, 10% can be applied)						\$
Total						\$

Function Explanations: please be sure to indicate how expenses are being used across multiple districts, ISDs or PSAs (if applicable)

135: Tuition and Fees	
135: Books	
135: Testing Fees	
135: Travel to and from Coursework	
135: Substitute Employee Salary and Wages	
112: Middle School Instruction	
113: High School Instruction	
113: Pupil Transportation Services	
291: Student Clubs and After-school Activities	
Other: Specify code []	

Section G: Assurances

Applicants will need to check all boxes.

- The local education agency will exercise an intentional, equitable, and inclusive process for the selection of teacher candidates and mentor teachers to be supported with this grant.
- The local education agency will employ the teacher candidates supported under this grant throughout the grant cycle.
- The local education agency and its educator preparation partner (hereafter, “the partnership”) will use data and ongoing consultation described by MDE to continually update and improve activities supported under this grant.
- The partnership will not prohibit teacher candidates from accessing support through this grant if they are employed in a school or district that they previously attended.
- The partnership will provide coaching and other supports to teacher candidates and mentor teachers based on individual needs.
- The local education agency will submit a final budget and report at the end of the grant cycle.
- Candidates receiving funds through this grant will not concurrently receive funding from Sec 27a or 27c of PA 144 of 2022.
- The GYO pathway will be no cost for participants and participants will be compensated as an employee for the duration of their training, including a paid residency or student teaching.
- The applicant will provide student teaching opportunities to the teacher candidates.
- The applicant will hire the teacher candidates upon receipt of their initial teaching certificates. (Note: If the district or intermediate district is unable to hire an eligible recipient as required under subdivision (e), the eligible recipient may serve the years the recipient pledged to serve under this subdivision at another district, intermediate district, or nonpublic school.)
- Before providing funding to teacher candidates, the applicant will require the candidates to pledge to serve as full-time teachers in the district or intermediate school district for at least the same number of years as the candidate’s participation in the GYO program.

Elementary and Secondary School Emergency Relief (ESSER) Programs Assurances

- The LEA will only use funding in alignment with [ESSER guidance](#), as specified below:

A-3. An LEA may use ESSER funds for the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the

ARP Act. Although the lists of allowable uses of funds are not identical, any of the ESSER funds (ESSER I, ESSER II, or ARP ESSER) may be used to support all of the allowable uses of funds listed in any of the ESSER programs. We have consolidated below the three ESSER programs' lists of allowable uses of funds. The activities that are listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act that an LEA may support with ESSER funds are:

1. Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).
2. Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).
3. Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).
4. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).
5. Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).
6. Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19. 1 See FAQ A-13 for a description of eligible entities under the GEER program. 2 This activity is not explicitly listed in the ARP Act but is still an allowable use of ARP ESSER funds. 11
7. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
8. Activities to address the unique needs of low-income children or students, students with disabilities, 4 English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.
9. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
10. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
11. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.
12. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.
13. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
14. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
15. Planning and implementing activities related to summer learning and enrichment and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children and youth in foster care.

16. Addressing the academic impact of lost instructional time⁶ among an LEA's students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including by
 - a. Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
 - b. Implementing evidence-based activities to meet the comprehensive needs of students.
 - c. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - d. Tracking student attendance and improving student engagement in distance education.
17. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
18. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
19. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
20. Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.

In determining how to prioritize its funds, an LEA should consider how to use those funds to safely reopen schools for full-time instruction for all students, maintain safe in-person operations, advance educational equity, and build capacity. An LEA may provide services directly or enter into an agreement (e.g., a contract or interagency agreement consistent with procurement requirements or otherwise legally authorized) for allowable activities under ESSER. An LEA is not authorized to award subgrants with ESSER funds.

Applicant Signature:

Date:

GYO Staff Grants – Alternative Routes

Section 504 PA 144 (2022)

Applicants are invited to apply for funds to support non-certified school personnel in earning initial Michigan teacher certification at an approved alternative route program. Each candidate can qualify for up to \$10,000 in funds.

More information about Future PME and grant application resources are available on the [Future Proud Michigan Educator Website](#).

- The applicant must complete sections A-F for the application to be considered complete and eligible for review.
- Applicants should limit each narrative portion to 1250 characters.
- Funds for this grant must be obligated between 7/14/22 and 9/30/23
- Funds must be liquidated by 12/30/23

If further assistance is needed, please email MDE-PME@Michigan.gov.

Section A: Statement of Need

Applicants will write a narrative.

- Describe the need for your school/district/intermediate school district to grow its own educators via an alternative route program. Be specific about the roles that you need filled and the projected needs you will have in the next 2-3 years.
- Indicate the total number of participants who are enrolled or will be enrolled in an alternative route program during the 2022-23 academic year.

Section B: Educator Preparation Provider Partnership

- **Applicants will select from checkboxes**
Identify the Michigan educator preparation provider with which the applicant will collaborate for preparation coursework, mentorship, and supervision from the list:
 - #T.E.A.C.H.
 - Davenport University
 - Detroit Public School Community District On the Rise Academy
 - Michigan Teachers of Tomorrow
 - New Paradigm For Education
 - Professional Innovators in Teaching
 - Schoolcraft College
 - University of Michigan – Ann Arbor M-ARC
 - University of Michigan – Flint Alternative Route
 - Warrior Teachers Alternative Certification Program
- **Applicants will write a narrative.**
 - If the applicant is leveraging an **existing** partnership with a preparation provider, describe the history of collaboration between the two entities for teacher preparation, recruitment, and preparation.
 - If the applicant is engaging a **new** partnership, describe the process and rationale for selecting the educator preparation provider.
- **Applicants will upload a document.**

- Provide a signed partnership agreement between the applicant and the proposed partner that addresses the following items:
 1. Necessary costs of coursework (including fees) for completion of initial teacher certification.
 2. Scope of coursework to be provided (e.g., introductory courses, methods coursework, student teaching).
 3. Responsibilities of both parties for identifying and selecting teacher candidates and mentor teachers to support teacher candidates.
 4. Commitment of the provider to evaluate candidate's educational background, relevant professional learning, and employment experience to waive coursework and other program requirements to expedite the pathway to certification.
 5. Responsibilities of both parties for mentorship, coaching, observation, and assessment of teacher candidates.
 6. Responsibilities of both parties to support teacher candidates in preparing for the Michigan Test for Teacher Certification.
 7. Commitment of both parties to support the candidate beyond the conclusion of the GYO program if the candidate has needs that remain unmet by the program (testing support, career counseling, induction support, etc).

Section C: Candidate Selection **Applicants will write a narrative.**

Box 1

- Describe the process used to select teacher candidates and how it met the specific needs for your school/district/intermediate school district.
- Describe supports and supervision the applicant will offer to ensure teacher candidates are able to balance coursework and employment commitments.

Box 2

- For each candidate:
 - Identify the candidate's current role in your district.
 - List any endorsements the candidate already holds and the endorsement the candidate is seeking.
 - Describe the terms of employment for candidates while they will be taking courses (e.g., salary and benefits to be offered, job assignment).
 - Identify the institution they will attend and the total requested costs

Section D: Candidate Criteria **Applicants will need to check all boxes.**

Candidates for this grant **must** meet **all** of the following criteria. Please check each box to affirm **all** of your candidates qualify based on each of the following statements. If a candidate does not meet the following criteria, please remove them from your application.

- Candidate currently works in a school (part time, full time, or contracted by a third party)
- Candidate is enrolled in an alternative route to teacher certification offered by a Michigan approved teacher preparation provider. If not enrolled, candidate will enroll by 6/30/23.
- Candidate will NOT be receiving the MI Future Educator Fellowship or Stipend

Section E: Budget

Applicants will enter information into fillable fields in the table.

Please use the table below to indicate total costs for all candidates. As a reminder, allowable expenses are limited to:

- a) Tuition and fees for attendance at a state-approved alternative education preparation
- b) Testing fees
- c) Substitute permit costs

Function	Purchased Services (3000,4000)	Total
135: Tuition and Fees	\$	\$
135: Testing Fees	\$	\$
135: Substitute Permit Costs	\$	\$
TOTAL REQUESTED COSTS		\$

Section F: Assurances

Applicants will need to check all boxes.

- The local education agency will exercise an intentional, equitable, and inclusive process for the selection of teacher candidates and mentor teachers to be supported with this grant.
- The local education agency will ensure the teacher candidate is employed in a school throughout the grant cycle.
- The local education agency and its educator preparation partner (hereafter, "the partnership") will use data and ongoing consultation described by MDE to continually update and improve activities supported under this grant.
- The partnership will not prohibit teacher candidates from accessing support through this grant if they are employed in a school or district that they previously attended.
- The partnership will provide coaching and other supports to teacher candidates and mentor teachers based on individual needs.
- The local education agency will submit a Fund Expenditure Report and Final Performance Report at the end of the grant cycle.

Applicant Signature:

Date: