



2018-2019 Grow Your Own Grant Program
 Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID [REDACTED]

Application stamp-in date and time

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

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Grant Information

Grant Period **04/13/2018** to **05/31/2020** (Pathways 1 and 2)
04/13/2018 to **06/30/2019** (Pathway 3)

Program Authority **GAA, Article III, Rider 41, 85th Texas Legislature**

Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

Applicant Information

Name **Ki Charter** CDN or Vendor ID **105-803** ESC # **13** Campus # [REDACTED] DUNS # **078142333**
 Address **120 Bert Brown Road** City **San Marcos** ZIP **78666** Phone **(512)369-8500**
 Primary Contact **Paul Camden** Email **Paul.Camden@kicharter.org**
 Secondary Contact **Maggie Rodriguez** Email **m_rodriguez23@live.com**

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 grant application, as applicable:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title **Jerry Lager** Signature  Date **19 Feb 18**

Grant Writer Name **N/A** Signature **N/A** Date **N/A**

- Grant writer is an employee of the applicant organization.
- Grant writer is not an employee of the applicant organization.

701-18-106-009

RFA # **701-18-106** SAS # **277-18**

2018-2019 Grow Your Own Grant Program

Shared Services Arrangements

- Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
 into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
 SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
According to the 2018 TX Career Check, elem. (1st), secondary (2nd), and middle (7th) school teachers are among the top 10 high-demand occupations in the area.	Will recruit students for Education and Training dual-enrollment courses. Students will be advised of the benefits of pursuing a career in education (i.e. average pay rate, employment availability, etc.). Additionally, the charter will establish a CTSO and have participants take part in co-curricular prep.
The Texas Academic Performance Report (TAPR) indicates that the charter had a 32.0% turnover rate for the 2016-2017 school year.	To increase teacher retention, funds will be utilized to develop career pathways that promote professional growth from within. The use of grant funds will allow the charter to create a pipeline for paras/aids/subs to become certified teachers.
The charter only has one teacher available to provide students CTE courses.	Will identify and recruit 6 paras, aides, and subs to obtain their Bachelor's Degree and/or Teaching Certification, in order to be able to provide students access to CTE Educational and Training courses.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By May 31, 2020, teacher pathways will be established to promote growth; thus, facilitating the increased entry of qualified, diverse candidates into the teaching profession. A total of 6 paras, aides, and subs will be recruited to receive their Bachelor's and/or Teaching Certification to help address the shortage of certified teachers in the targeted area. This goal addresses all the SMART elements, to include: Specific – (What) Teacher pathways established to promote growth; and (Why) Increase entry of qualified, diverse candidates into the teaching profession; Measurable – Number of degrees/certifications received; Achievable – Teachers selected are motivated and committed to the charter; Relevant – The shortage of teachers in the targeted area has been illustrated; and Timely – By May 31, 2020.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

In developing the benchmarks that will be utilized to measure the progress towards meeting the SMART goal, the charter created a timeline of events that would identify the stage of the program during each quarter. Based on timeline, during the initial period (May-Oct. 2018) of the grant, teachers and paras/aides/subs will have been identified and will be enrolled to begin their first courses at the partnering university. Furthermore, students will have been informed of the Education and Training courses, which will be available the Spring of 2019. The benchmarks will consist of the following:

- A minimum of 6 paras/aides/subs will be enrolled in courses to receive their Bachelor's and Teacher Certification; and
- A minimum of 10 students will be enrolled in Education and Training courses.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

During the second-quarter of the program (Nov. 2018-April 2019), the first group of educators should have completed their first set of courses and will be enrolled in their second set of courses. Furthermore, students should have received their mid-year progress reports. Therefore, the following benchmarks have been established to measure progress:

- A minimum of 3 paras/aids/subs will have passed their first set of courses with a minimum of a C or above; and
- A minimum of 2 classroom observations will have been conducted in which the 2 paras/aids/subs demonstrate the ability to create and administer lesson plans that align through TEKS practice and assessment within the classroom.
- A minimum of 6 students will have passed their introductory Education and Training courses.

By this time, the high schools will have established a CTSO chapter. Therefore, the following benchmark was created:

- A minimum of 5 students will become members of the CTSO and compete in an annual conference.

Third-Quarter Benchmark:

The benchmark that will be utilized to measure the progress of the program during the third-quarter of the program (April-Oct. 2019) will include the following and more:

- A minimum of 3 paras/aids/subs will have passed their second set of courses with a minimum of a C or above;
- A minimum of 2 paras/aids/subs will have completed their 300 hours of coursework;
- A minimum of 2 paras/aids/subs will have completed 30 hours of field-based observations;
- A minimum of 2 paras/aids/subs will have received their teachers' certification;
- A minimum of 8 students will have passed their Education and Training courses; and
- A minimum of 5 additional students will become members of the CTSO.

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.

Describe how you will use project evaluation data to determine when and how to modify your program: The charter will collect data on a regular basis. Student taking part in the Educational and Training courses will have their academic data submitted to the Program Director as it becomes available. This will include report 6-week report cards. Instructional staff that are obtaining a degree or teacher certification will be required to submit printouts of their course grades from the university's blackboard gradebook. Additionally, sign-in sheets will be collected from the charter's CTSO which will be utilized to monitor participants attendance.

This data will be assembled into a progress reports which will be reviewed by the stakeholders. These reports will help the stakeholders to determine the following:

- Is the campus on target to meet their identified benchmarks?;
- Which benchmarks are at risk of not being met?;
- What obstacles are putting the program at-risk?; and
- What solutions can be implemented to address the obstacles?

If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability: If it is determined that the benchmarks that were listed cannot be met, the stakeholders will discuss modifications that need to be made to the program. Examples of changes to the program may include:

- Not enough students are enrolling in the Education and Training courses;
- Paras/aides/subs are not completing the required training hours and/or modules in a timely manner; and/or
- Not enough paras/aides/subs are interested in obtaining their Bachelor's and/or Teacher Certification.

If modifications must be made to the program, the charter will send out letters to parents/guardians, community, administrators, and board members to notifying them of the intent of the charter to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. This is especially important since the funding allocated for this grant will be based on the number of paras/aides/subs that participate in the program.

Statutory/Program Requirements

1. Describe your plan for the implementation of the Education and Training courses, Instructional Practices and/or Practicum in Education and Training, and CTSO (TAFE/FCCLA) chapter at participating LEA high schools.

Ki Charter Academy's small, 174 students (10 pts.), has always created a challenge for the hiring and retention of high-quality teachers. Therefore, if awarded, this grant will provide the charter the means to address this issue.

What course(s) will be offered in 2018: The charter intends to offer the Instructional Practices (11th and 12th grades) beginning Spring 2019. In Fall 2019, the course selections will be expanded to include Practicum in Education and Training (12th grade) to address the 32% teacher turnover rate and teacher shortage in the area.

How will the teacher of record and mentor teacher for the course be selected: The charter will select a teacher which has demonstrated a commitment to the school to serve as the teacher of record. This individual will have a minimum of 3 years of experience and hold a Master's in Education. The assigned teacher of record will be responsible for providing instruction, administering tests and quizzes, evaluating the students' performance, and assigning a grade to students based on their performance.

A mentor teacher will be selected from the instructional staff that received their teaching certification through the use of Grow Your Own grant funds. This individual will have demonstrated excellence in their studies and a commitment to the charter. As a mentor, this individual will provide leadership, support, and motivation to students that are enrolled in the Education and Training courses.

Which career and technical student organization will be established: Although the charter is a current member of the Texas Association of Future Educators (TAFE), the charter will also become a member of Family, Career and Community Leaders of America (FCCLA) participants will be provided personal growth, leadership development, and career preparation opportunities in Family and Consumer Sciences education. It is the intent of the charter to recruit students that are interested in pursuing a career in education to become members of the charter's Chapter. The Chapter's Director will then be responsible for scheduling regular meetings, organizing the participants' participation in annual academic event.

How will excitement and investment in the course be built on the campus: The charter will begin a marketing campaign that will provide information to all students regarding the benefits of pursuing a career in the educational field. This will include the following information:

- Types of careers that can be pursued;
- Available positions in the charter, county, and state;
- Average pay;
- Work schedule;
- Holidays;
- Retirement and medical benefits; and more.

Additionally, the counselors at the campus will provide them with added information to students when preparing the course schedules.

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 any pathway individually or for Pathways 1 and 2 together. Pathway 3 cannot be combined with any other pathway. Refer to the program guidelines for information on restrictions to the maximum number of participants.

Pathway 1

Check this box to apply for grant funding under Pathway 1.
 Number of participants times \$13,000

Pathway 2

Check this box to apply for grant funding under Pathway 2.
 Number of participants pursuing BA and certification times \$11,000
 Number of participants pursuing certification only times \$5,500
 Total of above two lines

Pathway 3

Check this box to apply for grant funding under Pathway 3.
 Number of participants times \$22,000

Education/Training Courses and Related CTSO Participation and Events

Number of high schools times \$3,000

Funding Request

Pathway 1
 Pathway 2
 Pathway 3
 Education and training courses
Total grant funds requested

Statutory/Program Assurances: All Pathways

- The applicant assures that each high school campus within the participating LEA will offer the Instructional Practices and/or Practicum in Education and Training courses of the Education and Training course sequence.
 The applicant assures the each high school campus within the participating LEA will establish or continue a chapter of a
- CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.

Statutory/Program Assurances: Pathway 1

- The applicant assures that LEA campus participants will establish or continue a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.
 The LEA assures its participation in an initial TEA Teacher Institute on or around June 12-14, 2018, with participants
- including Education and Training course teachers, campus principals and college/career counselors. Principals and counselors will only be required to attend on June 12.

Statutory/Program Assurances: Pathway 3

- The applicant assures that the clinical teaching assignment is one academic year (28 weeks minimum) in length.
- The applicant assures that the IHE/EPP provides residents with with teacher certification; evidence-based coursework; and an opportunity to practice and be evaluated in a school setting.
 The applicant assures that the IHE/EPP provides residents with in-person and on-site coaching and evaluation, with at
- least five on-site observation and feedback cycles per semester, at least two of which include the observation of a full lesson.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Participants' Bachelor's Degree and EPP tuition cost	47,200
2. Participant's Teacher Certification cost	1,080
3. CTSO membership fees	400
4. Travel for students and teacher to compete in an annual CTSO conference	40
5. Supplies	244
6. Instructional materials	300
7. Education and training courses	2,936
8. Indirect costs	1,234
9. Professional development training	4,566
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Total grant award requested 58,000

Grow Your Own Grant
Pathway 2 Grow Your Own Program Attachment

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

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitutes who will participate in the program and receive the stipend.

A total of 6 paraprofessionals, instructional aides, and/or long-term substitutes will participate in the program and receive a stipend.

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select high potential paraprofessionals, instructional aides and/or long-term substitutes to participate in the program and receive the grant stipend to pursue their bachelor's degree and/or teacher certification.

- The plan must address their process for identifying participants, with potential indicators including evaluation ratings, involvement in school activities, recommendations from colleagues, etc.
- The plan must also address how the applicant has considered the following in their recruitment strategy: pursuit of certification in hard-to-staff areas and degree to which the diversity of the teacher population mirrors that of the student population.
- The plan must also include a description of the Memorandum of Understanding (MOU) in which the paraprofessional, instructional aide, and/or long-term substitute commits to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

The charter has outlined a process that will be utilized to recruit and select quality paras, aides, and/or subs to take part in the Grow Your Own, Pathway #2 Program. These individuals will be selected based on their perceived potential to receive their Teacher Certification and/or Bachelor's Degree. This outline includes the following:

- **The Process for Identifying Participants:** Several factors will be considered when selecting paras, aides, and/or subs to participate in the program. First, the charter will first review the results of their last performance assessment. Priority will be given to paras, aides, and/or subs that demonstrate a high-rating on their last performance assessment. This will include high-ratings in the following areas: communication; classroom support and interaction; student and self-discipline; quality of work; attendance; work production; and attitude towards work. Additionally, paras, aides, and/or subs that demonstrate a record of measurable student achievement and involvement in student organizations will also be selected for participation.
- **Recruitment Strategy:** Once the paras, aides, and/or subs have been preliminarily identified to take part in the Program, the charter will rank them based on the following: Experience and Proficiency. Each of the candidates will be able to obtain up to 25 points in each of these areas. Points for Experience can be earned based on years of experience, attendance, community and extracurricular involvement, and more. For Proficiency, the charter will look at classroom support and interaction, student and self-discipline, quality of work, work production, attitude towards work, etc. These totals will be combined to rank the candidate with additional points be provided for candidates that help to address the diversity of the teacher population in comparison to the student population.
- **Memorandum of Understanding (MOU):** Finally, the candidates will be invited to take part in the program, based on their ranking. Paras, aides, and/or subs that agree to be a part of the program will be required to sign a MOU which will commit them to continue their employment with the charter for a minimum of 4-years as a condition of receiving the stipend. The paras, aides, and/or subs will be informed that the MOU is a condition set forth by TEA and if the teacher cannot commit, another teacher will have to be selected. Ki Charter Academy is confident that the outlined process will help to ensure that the appropriate individual is selected to take part in the Program.