



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

NOGA ID

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:

Document Control Center, Grants Administration Division  
 Texas Education Agency  
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 Austin, TX 78701-1494

Application stamp-in date and time

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**Grant Information**

Grant Period  to  (Pathways 1 and 2)

to  (Pathway 3)

Program Authority

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  CDN or Vendor ID  ESC #  Campus #  DUNS #

Address  City  ZIP  Phone

Primary Contact  Email

Secondary Contact  Email

**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  Signature  Date

Grant Writer Name  Signature  Date

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

701-18-106-063

RFA #  SAS #

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
Only 6% (60 students) of the campus population are taking courses in the education pathway.	The percent of students pursuing the Education CTE pathway will be increased by offering the Education Practicum course as dual-credit. The campus is a designated Early College High School and will be able to offer an additional Associate Degree plan for these future educators.
Teacher turnover is at 20.9% for the district, which is above the state average of 16.4%.	The current staff members who earn their degree and teaching credentials will sign a five-year commitment MOU with KISD. Additionally, the district commitment to do whatever it takes to ensure that every student is being taught by an invested, qualified instructor will boost teacher morale district-wide.
The percentage of teachers holding Master's Degree on the high school campus is 19.6% (10.1 teachers), which is below the state average of 23.6%.	The five teachers earning Master's Degrees would make the campus percentage equal to the state. These five teachers would also create flexibility in the master schedule allowing more students the opportunity to enroll in the practicum course and increase the number of college credits earned.

**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.

Pathway 1 Goal: By 2020, the campus will double the number of students taking the Practicum in Education course from 18 to 36.

Pathway 2 Goal: By 2020, teacher turnover rate for the district will be reduced by 4.5%.

**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:

Pathway 1 Benchmark: All five teachers seeking Master's Degrees are enrolled and earned their first six graduate credits.

Pathway 2 Benchmark: All five teachers seeking teaching credentials are enrolled and earned passing marks on their coursework.

Process Description: All ten participants will engage in monthly seminars conducted by the district throughout the grant timeline. These interactive sessions are focused on instructional practice and the challenges of balancing college coursework, teaching, and life. The master's participants will use their experiences and learning to provide an additional level of support as they mentor those seeking their first teaching credentials.

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

**Pathway 1 Benchmark:** Agreements are set in place with the elementary campuses to support the increased sections of Education Practicum courses. The master's participants will take time out of their schedule to recruit additional students both at the junior high and high school and design promotional materials to "sell" education. The addition of the junior high recruitment will sustain the improvements past the grant timeline, making the investment in the teachers a solid one.

**Pathway 2 Benchmark:** All participants take part in professional development sessions that align with their future teaching assignment, working with current teachers in the field. Being part of these sessions will allow the future teachers the ability to collaborate with KISD professionals to strengthen their network of support as well as increasing their knowledge base.

**Third-Quarter Benchmark:**

**Pathway 1 Benchmark:** All master's participants are teaching sections of the Instructional Practices course. In order to reach the grant summative goal, the campus will allow students to take the Instructional Practices course as an elective, outside the CTE coherent sequence. Students earning this prerequisite will be able to enroll in the Education Practicum course in the Spring.

**Pathway 2 Benchmark:** All participants enrolled in Bachelor's level coursework are enrolled in the student teaching or observation course. The campuses with participants in the program will be given additional support from the district level in order to allow participants to earn their required hours in student teaching and/or observation. These teachers will be able to employ the knowledge gained from coursework, the seminars, and professional development sessions.

**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.

For both pathways, the creation of the seminar creates a system of monitoring and support. The collaboration during these sessions provides the opportunity to gather qualitative data as the participants progress through the program. The first session will begin during the district's staff development calendar, setting the priority for this program and building the network from day one. Any challenges can then be addressed prior to them reaching a point of no return.

**Pathway 1** will focus on gathering data on two factors: the master's participants and KISD students. Those participating will be required to submit updated degree plans and unofficial transcripts every semester, allowing the district to monitor progress. If a participant struggles, the district will utilize extra instructional coaches and experts to help provide support for the teachers. The KISD students will be actively recruited beginning in the fall to increase enrollment in the Education Program of Study. In the past, Texas A&M University - Kingsville has offered scholarships for students seeking education degrees. The district will actively seek out these scholarships to provide an extra impetus for upperclassmen to take these courses. One of the keys to this recruitment process will be visibility. This extra visibility will come from signage, additional postings in the local newspaper, programming on the student-run radio station (K-BUL - available on Google Play and the Apple Store), and the student-run television station that broadcasts via the local cable company.

**Pathway 2** will focus on providing participants the opportunity to participate in as many activities as possible that will prepare them to become full-time teachers. The district will work with campuses to maximize these opportunities so that the challenges that normally discourage the first-year teacher from becoming a second-year teacher will be met with support from the entire KISD family.

Constant communication and the priority given to both of the Pathways will be the key to the program's long-term success. With a maximum number of 10 participants, KISD cannot afford to have any fail to accomplish their goals. As an ECHS district, there are connections between the IHE and the district that will help smooth any potential pitfalls.

**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.

There is currently a CTE Education and Training Program of Study in place at the high school consisting of seven total courses that includes the Instructional Practices and Practicum in Education and Training. Enrollment figures show that there is just enough interest for one section of each level of the program. Currently, there are no dual-credit options for the coursework. The campus employs one teacher to teach the Education courses, but that teacher also teaches two sections of culinary arts as well. Designing a master schedule that allows ample time to take the two-credit practice and practicum courses sometimes is challenging, with students having to make tough choices their senior year.

In order to meet grant goals, there are six areas of planning that will need to be addressed simultaneously in order to maximize the use of grant funds.

- 1) Have qualified, invested teachers - As with many programs, the success often comes down to the people running the program believing in its success. Any increase in enrollment in the education courses forces the campus to re-assign teachers to teach those additional sections. Too often, the teachers chosen are those with "holes" in their schedule, with little regard to a desire to actually teach the course. This grant and its activities create the qualified and invested pool of teachers to take on those additional sections.
- 2) Adjust degree plans - As an existing Early College High School, students have a degree plan designed to earn them up to 60 hours. The design team will meet with representatives from the local college and university to determine the appropriate degree plan for these future teachers. The campus has an MOU with both the local college and university, allowing the dual-credit education courses to be seamlessly transferred from the two-year community college to the four year university.
- 3) Recruit future teachers - Part of participating in the program will be to recruit students into education coursework. The focus on these recruiting effort needs to be two-fold. The first set of recruiting efforts will focus on upperclassmen who have a desire to experience teaching but have started down other CTE Programs of Study or have chosen a Multi-Disciplinary endorsement. The campus's eight period day allows the flexibility for students who have an interest to take the practice and practicum courses, while still being able to complete their original endorsement and/or program of study. The second set of recruiting efforts will focus on the feeder campus. In order to sustain the program past those upperclassmen who were recruited, more students will need to choose the Education Program of Study. The recruitment efforts will need to be multi-faceted, utilizing the student-led radio and television station, social media, signage, and events that highlight education. These students will be among the first to earn college credits through the teachers funded through this program.
- 4) Reinvigorate TAFE - The campus already has in place a TAFE club. Those receiving grant funds will become co-sponsors of the TAFE organization and provide the extra energy and manpower needed to increase membership in the club, including participation in competitions. One of the first goals of the club will be to provide the student perspective during recruitment activities at the feeder campus and be in front of the camera and microphone during radio and television broadcasts.
- 5) Adjust master schedules and course assignments - Teachers who are participating in this program already have full course-loads. The campus will adjust the master schedule in order to provide additional sections of the practice and practicum course. These additional sections will allow students greater flexibility in scheduling and create maximum opportunity to have students enroll in the course.
- 6) Use local funds to support Practices and Practicum in the short term - Students enrolled in CTE Programs of Study produce revenue that pays for teacher salaries and supplies for these courses. However, students enrolled in the same courses outside of a coherent sequence as electives, do not. The district will fund the practice and practicum out of local funds for the first couple of years of the program. By that time, it can be sustained through Perkins Grant funding.

**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 5 times \$13,000 65,000

**Pathway 2**

Check this box to apply for grant funding under Pathway 2.

Number of participants pursuing BA and certification 4 times \$11,000 44,000

Number of participants pursuing certification only 1 times \$5,500 5,500

Total of above two lines 49,500

**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 1 times \$3,000 3,000

**Funding Request**

Pathway 1 65,000

Pathway 2 49,500

Pathway 3

Education and training courses 3,000

**Total grant funds requested** 117,500

**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. Tuition stipends for participants earning Bachelor's or Master's Degrees or certifications	99,500
2. Materials for expansion of Education Practice/Practicum course	3,000
3. Travel for Master's Degree teachers attending TEA-led institute	15,000
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Total grant award requested	117,500

**Grow Your Own Grant**  
**Pathway 1 Grow Your Own Program Attachment**

**Pathway 1: Master's Degree Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

5 teachers

**Teacher Recruitment and Selection Process:** Applicant must articulate how they plan to recruit and select quality teachers who will facilitate the Education and Training course sequence and receive grant funds to pursue their master's degree.

- The plan must address their process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, etc.
- The plan must also address how the applicant has considered the following in their recruitment strategy: experience and proficiency of teachers and field-experience-classroom teachers, degree to which the diversity of teacher population mirrors that of the student population, and teachers and field-experience-classroom teachers in traditionally hard-to-staff areas.
- The plan should also include a description of the Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

Prior to the grant being submitted, the district conducted an after-school session explaining the goals and objectives for the grant. The number of participants exceeded the number of grant awards and were informed that should KISD be awarded that there would be an application packet. The packet will include: a letter of interest, transcript of coursework (including any graduate credits earned), current teaching assignment, current involvement in extracurricular activities/clubs/organizations, course passing rate and grade distribution, number of referrals issued, latest STAAR scores (if applicable), latest T-TESS evaluation (if applicable), and a sealed principal recommendation.

The packets will then go on to a committee of campus and district leaders who will review the applicants. The next step will be a face-to-face interview with questions pertaining to successful teaching practices, their own experiences in teacher prep programs, ideas to recruit future teachers, and willingness to put in the extra time to participate in the monthly seminars as part of the program.

The committee will then decide up to a maximum of five applicants based upon the packets, the interviews, and the demographics of the student population in KISD (52.4% Hispanic, 28.1% White, 12.6% African-American, 18.9% ELL, and 59% Economically Disadvantaged).

Once chosen, applicants will sign a Memorandum of Understanding that they will commit to the district for five years after the completion of their Master's Degree Program.

**IHE and LEA Partnership:** Applicant must describe the plan to develop a partnership between the IHE and LEA.

- The plan must include an explanation of the potential partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits. The plan must also include a description of the intended timeline to develop the dual credit partnership by the time of the participant's successful completion of the master's degree program.

H. M. King High School is an Early College High School in its fourth year operating under the designation. There are existing MOUs with both Coastal Bend College and Texas A&M University-Kingsville. As part of this designation, there is an existing course crosswalk and four year plan that allows students to earn up to 60 credit hours of college free of charge.

The updated application along with an MOU will be due this April and submitted to the state. As part of the MOU process, the campus and IHE partners will modify the existing plan to allow for an additional Associate Degree that will embed the dual-credit education practice and practicum courses. The additional Associate Degree plan will be utilized in all recruitment materials.

Recruitment will begin at both the junior high and high school in the fall, increasing the number of sections of courses throughout the Education Program of Study.

**Student Recruitment:** Applicant must articulate how they plan to recruit students to participate in the Education and Training course pathway.

- The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- The plan must also include a description of how the LEA leadership (district and school based) and staff will motivate students to enter and persist in the Education and Training courses.

The choice of the teachers to become the dual-credit instructors is of paramount importance. Those teachers who mirror the demographics of the district provide an easy connection to the recruitment of students to this program of study. Teachers at KISD already receive robust training in data analysis, including the importance of student groups, through the embedded Professional Learning Community time in the master schedule.

The applicants chosen to participate in the program will be participating in monthly seminars that will focus on a variety of topics, including student motivation and the creation of a "profile" that can be used to target potential future teachers. This cohort will be given time to recruit at both the junior high and high school in order to build the Program of Study.

In year 2 of the grant, when applicants will be given the opportunity to teach the practice and practicum course (before it becomes a dual-credit offering), many of the same techniques used during core-specific PLCs, will be used to adjust instruction to support the successful implementation of the program. One of the vital components of this will be to reinvigorate the TAFE program, whose participants can be used to motivate future educators in the feeder CTE courses as well as target future educators in the Career Portals course at the junior high.

H. M. King assigned each of the four counselors to a cohort of students, so each student has the same counselor each of their four years. Those counselors will work with the cohort of dual-credit education teachers to ensure that these future educators persist and become a pipeline for future of KISD.



**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.

**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.

Prior to the grant being submitted, the district conducted an after-school session explaining the goals and objectives for the grant. The number of participants exceeded the number of grant awards and were informed that should KISD be awarded that there would be an application packet. The packet will include: a letter of interest, transcript of undergraduate coursework, current assignment, current involvement in extracurricular activities/clubs/organizations, letters of recommendation from KISD teachers, and a sealed principal recommendation.

The packets will then go on to a committee of campus and district leaders who will review the applicants. The next step will be a face-to-face interview with questions pertaining to educational philosophy, experiences working in KISD, the reason why they want to become an educator, and willingness to put in the extra time to participate in the monthly seminars as part of the program.

The committee will then decide up to a maximum of five applicants based upon the packets, the interviews, district staffing needs, and the demographics of the student population in KISD (52.4% Hispanic, 28.1% White, 12.6% African-American, 18.9% ELL, and 59% Economically Disadvantaged).

Once chosen, applicants will sign a Memorandum of Understanding that they will commit to the district for five years after the completion of their Bachelor's Degree and certification.

