



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

NOGA ID [REDACTED]

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
 1701 N. Congress Avenue
 Austin, TX 78701-1494

Application stamp-in date and time

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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 **Katy ISD** CDN or Vendor ID **101-914** ESC # **4** Campus # **[]** DUNS # **020814232**
 Address **6301 S. Stadium Lane** City **Katy** ZIP **77494** Phone **281-237-2605**
 Primary Contact **Sarah Martin** Email **SarahJMartin@KATYISD.ORG**
 Secondary Contact **Nakia Coy** Email **NakiaRCoy@KATYISD.ORG**

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 **Anne Faichtinger** Signature *Anne Faichtinger* Date **3/8/18**

Grant Writer Name **Sarah Martin** Signature *Sarah Martin* Date **3/7/18**

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

701-18-106-074

IFA # **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
Teacher recruitment/retention	Provide additional professional development opportunities and support to teachers who are selected into the Master's program. Professional development will be focused on instructional methodologies, strategies and building relationships with local education institutions and advisory committee members.
Expansion of Education and Training pathway to more campuses	Communicate and educate campus admin and guidance counselors on the benefits of offering the Education and Training pathway on their campus. Implement Instructional Practices on additional campuses to provide an opportunity for students to complete the Education and Training pathway.
Establishing CTSO for student leadership development	Establish either an FCCLA or TAFE student organization at all HS campuses. Provide support to teachers/campuses via peer-to-peer training. Provide funds for student participation in either FCCLA or TAFE leadership development activities/conferences/competitions.

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.

Katy ISD will increase the current enrollment in the Education and Training pathway by 10% in 2018-19.
 Katy ISD will establish either an FCCLA or TAFE student organization on all high school campuses by September 2018.
 Katy ISD will implement the Instructional Practices course on all high school campuses by 2019-20.

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:

- Host an informational meeting on the Grow Your Own grant.
- Disseminate applications for participation in the Grow Your Own program.
- Identify teachers who will participate in the Master's program.
- Solidify higher education partnership for the Master's program.

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

- Teachers enroll in Master's program.
- Provide local professional development to selected teachers on instructional methodologies.
- Participate in Back to School night on each campus promoting the Education and Training pathway.
- Identify community partners for advisory committee.
- Establish either an FCCLA or TAFE chapter on campus; apply for chapter charter, establish constitution, by-laws.

Third-Quarter Benchmark:

- Select/elect student organization officers.
- Provide officer training.
- Develop/execute student recruitment plan for each campus.
- Conduct one advisory committee meeting.

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.

1. Student enrollment data will be used to determine whether the District met the increase in student enrollment by 10% in 2018-19.
 - a. Recruitment activities will be conducted on a monthly basis on each campus to inform and educate students on the education and training pathway.
 - b. Participation in Back-to-School nights on junior high and high school campuses to educate parents on the education and training pathway available to their student.
2. Student rate of participation in the student organization activities, both locally and regionally, will be used to determine whether the student organization was established and active.
 - a. Completion of chapter charter application will be the measurement tool for determining whether the student organization was established.
 - b. Student Rosters will be the measurement tool for determining whether students are registered in the local, state, and/or national organization.
 - c. Number of activities/conferences/competitions will be the measurement tool for determining active participation in student organization.
3. Student retention in pathway to warrant offering Instructional Practices on the campus.
 - a. Student feedback survey given at the end of the first course, Principles of Education and Training, will be the measurement tool used to determine program improvement and students' desire to continue in pathway.
 - b. Student ambassadors will be used for student recruitment of program and FCCLA/TAFE chapter.

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.

Katy ISD has implemented the Education and training pathway to include:

Principles of Education and Training (implemented in 2017-18)

Human Growth and Development (implementing in 2018-19)

Instructional Practices (offered at Miller Career & Technology Center)

Practicum of Education (offered at Miller Career & Technology Center)

We currently have a TAFE chapter at two comprehensive high schools and at Miller Career & Technology Center and an active FCCLA chapter at one high school.

Our goal is to expand the education and training pathway to additional high school campuses across the District so more students have the opportunity to complete the pathway in addition to finding their passion in the field of education. Through this grant, Katy ISD will be able to offer students dual enrollment thereby affording students the opportunity to jumpstart their studies in education. Through implementation of the Instructional Practices on additional high school campuses, students will receive hands-on experience in a variety of educational settings ranging from early childhood education through junior high. With the addition of an advisory committee, teachers will be able to reach out to their community to build partnerships with not only their feeder schools, but also private and charter schools, after school, and day care facilities.

Participating in the aligned student organization will provide leadership development and opportunities for community service projects. Participating in conferences and competitions will afford students the opportunity to 'test' their skill set against others on the region, state and national levels.

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 7 times \$13,000 91,000

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 7 times \$3,000 21,000

Funding Request

Pathway 1 91,000
 Pathway 2
 Pathway 3
 Education and training courses 21,000
Total grant funds requested 112,000

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. Teacher Tuition Reimbursement	70,000
2. Teacher Textbooks	12,480
3. TEA Teacher Institute Conference Registration and Travel Expenses	7,000
4. FCCLA/TAFE Registration	6,825
5. FCCLA/TAFE Travel Expenses & Car Rental	11,200
6. Competition Supplies	1,400
7. Electronic Portfolio	525
8. Curriculum Supplies	1,050
9. Indirect Costs	1,520
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Total grant award requested	112,000

**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.

Seven teachers will participate in the program.

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.

The Office of Career and Technical Education is creating a plan for the Grow Your Own Grant. The plan consists of hosting an informational meeting about the grant, an application for participation in the program, teacher recruitment/selection, and an MOU in which the teacher commits to remain in the District for three years after they have received a master's degree as a condition of participating in the grant program. Program leaders will monitor the degree to which the diversity of the participants mirror that of the student population and encourage a diverse body of applicants.

The information meeting will be publicized via sending an e-blast to current CTE teachers. The meeting will consist of a review of the grant, stipend and expectations, a review of the application for participation in the program, and a question/answer session. Teachers interested in the program must complete an application. The application will be available either in hard copy or online. A rubric will be used to evaluate each application based on the following criteria:

- Must have three or more years of career and technical education classroom and/or field experience
- Brief essay on 'why' the teacher wants to be involved with implementing the Education and Training pathway on their campus
- Evidence of involvement in student organizations, to include clubs and or athletics
- Evidence of strong evaluation ratings from campus administrator
- 2 letters of recommendations from campus administration, department chair, and/or ESC staff
 - Support teacher in implementing the Education and Training pathway
 - Support teacher in implementing the student organization – FCCLA or TAFE
 - Provide confirmation that teacher has had measurable student achievement

The Memorandum of Understanding (MOU) is being created in collaboration with our Human Resources department.

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.

Katy ISD currently has a dual credit partnership with Houston Community College. Enrollment in dual credit courses is subject to the students meeting all admission requirements on or before the deadline. Deadline dates are available each spring for the upcoming school year. Some important requirements that students must have in place prior to acceptance into dual credit courses are:

- Satisfy all required course prerequisites for dual credit courses
- Satisfy the Texas Success Initiative (TSI) requirement
- Purchase all required instructional resources for the course
- Confirmed dual credit eligibility by the end of the current school year for courses beginning in the next school year

The Dual Credit program is described in the Katy ISD Course Catalog, in addition to directions for applying for admission to HCC.

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 Career and Technical Education department has a recruitment plan in place to promote CTE course offerings and pathways to junior high school students, specifically grade eight. Presentations are given to junior high campuses by both the central office CTE staff as well as the Miller Career and Technology Center counselor. The CTE teachers on each high school have a recruitment plan in place to inform students, parents, and counselors on the CTE pathways. In addition, the Miller Career and Technology counselor visits each high school and presents information to all ninth and tenth grade students about the CTE pathways, including the Education and Training pathway.

To promote the Education and Training pathway and to motivate students to enter and persist in the pathway, the CTE department is researching industry credentialing opportunities for those students who complete of the Instructional Practices course.