



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
 1701 N. Congress Avenue
 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.

701-18-106-096

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
The district has identified the following teacher critical shortage areas: Special Education; Math 6-12; Science 6-12; English 6-12	Apply for Grow Your Own Grant, if approved the LEA will provide tuition stipends to assist paraprofessionals with securing bachelor's degrees and State Board of Educator Certifications in identified critical shortage areas.
The district has identified a need to offer dual credit for students enrolled in Education and Training courses.	Apply for Grow Your Own Grant, if approved the LEA will provide a tuition stipend to an identified teacher to assist with pursuing a master's degree and obtaining 18 credit hours in education courses.
The district has identified the need to support student enrollment in education courses and establish CTSOs at all five high school campuses.	Apply for Grow Your Own Grant, if approved the LEA will provide funds to support student enrollment in education courses and establish and maintain Career and Technical Student Organizations at all five high school campuses.

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.

100% of district staff selected for the Grow Your Own Grant Program will complete all degree and certification requirements and be eligible for employment in critical shortage areas by June 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:

By September 2018, district staff selected for the Grow Your Own Grant Program will select an Institution of Higher Education and provide proof of enrollment and a degree plan detailing required coursework for degree and certification completion.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

By February 2019, district staff selected for the Grow Your Own Grant Program will submit a transcript detailing that they have completed 50% of required coursework for degree and certification completion. Staff will also be required to submit proof of enrollment for the spring 2019 semester.

Third-Quarter Benchmark:

By September 2019, district staff selected for the Grow Your Own Grant Program will submit a spring and summer transcript detailing that they have completed 75% of required coursework for degree and certification completion. Staff will also be required to submit proof of enrollment for the fall 2019 semester.

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.

The LEA will review degree plans and transcripts after each semester to ensure compliance with the terms of the Memorandum of Understanding. District administration will do a mid-point evaluation with each participant to ensure that paraprofessionals are meeting program objectives and are on track to complete all requirements by the grant deadline. The LEA will allow paraprofessionals to attend staff development sessions related to their coursework. Paraprofessionals will also be provided with bi-weekly support of an assigned district new teacher mentor to help monitor progress, provide support and assist with program completion. LCISD will ensure that paraprofessionals are provided with assistance with preparing for applicable TEXES examinations.

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.

According to the 2018 Demographic report provided by Population and Survey Analysts (PASA), Lamar CISD is expected to grow by 41,730 new housing units by 2027. This will increase our student population by 40% to an estimated 55,062 students in a ten year period. LCISD's current staffing standard across all grade levels averages one teacher per 21 students. This means that we will have approximately 630 added teaching positions over the next ten years, without taking in to account regular turn-over. It is imperative that the district makes strong efforts to promote the teaching field starting with secondary level students in an effort to meet the needs of our projected growth.

Currently, LCISD has 133 students enrolled in the Principles of Education and Training course (7409) and 50 students enrolled in the Instructional Practices course (7420C) at four of the LEAs five high schools. By the 2020-2021 school term, each high school will have a fully articulated sequence of education and training courses. Currently, one high school has a Family Career and Community Leaders of America (FCCLA) Chapter. The LEA will utilize Grow Your Own Grant funds to establish a CTSO chapter at each of its five high schools prior to the 2020-2021 school term in an effort to promote interest in the teaching profession.

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.	Stipends for Tuition Reimbursement	100,000
2.	Establishment and Implementation of CTSOs	10,000
3.	Program Related Travel	12,000
4.	Supplies and materials for education courses	5,000
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Total grant award requested		127,000

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.

LCISD will select one teacher to participate in the program and receive the stipend

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 LEA has developed an application process to select teacher candidates who will facilitate the Education and Training course sequence and receive grant funds to pursue their master's degree. If Lamar CISD is selected for the Grow Your Own Grant, each prospective teacher candidate will be required to submit the following documentation:

- Completed Teacher Application Form
- Teacher's history or resume, including undergraduate institution attended and any graduate-level courses completed.
- Description of the graduate degree sought and the institution at which the degree will be sought
- Brief statement indicating personal goals as an educator and how this stipend will help achieve such goals.
- Brief statement indicating the benefit this graduate degree will provide to Lamar CISD
- Recommendation forms from two supervisors; at least one must be a current administrator
- Most recent annual evaluation

Preference will be given to Hispanic and African American teacher candidates that meet all eligibility criteria.

Additionally, the LEA has formulated a MOU to encourage teacher retention upon program completion. Required components of the MOU are listed as follows:

- Teacher agrees to attend an accredited university beginning in Fall 2018 and to enroll each semester subsequent thereafter, including summer sessions, until graduation.
- Teacher agrees to maintain at least three credit hours each semester through graduation and remain employed by Lamar CISD.

- Teacher agrees to maintain at least a 3.5 GPA in all course work
- Teacher agrees that he/she will work for the district and teach dual credit courses for a period of at least four years after graduation, in the event, and for so long as the District elects to so employ teacher for a specific period.
- In the event that Teacher voluntarily resigns from the District prior to graduation or before having been employed by the District for four years after graduation, Teacher shall reimburse the District for all grant funds paid by the District. Teacher agrees that such reimbursement may be deducted by the District from any compensation due and owing to Teacher at or after the time that the notice of resignation is furnished to the District. The District may forego such reimbursement, as its sole election in the event that the Teacher resigns due to extenuating circumstances beyond Teacher's control (e.g., a disabling medical condition). Such reimbursement shall not be required in the event the District terminates Teacher's employment.

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.

LCISD has formed a partnership via an MOU with Lone Star College as of this Spring. Teachers are in the process of submitting and having their credentials accepted by Lone Star and registration will begin within the upcoming months. One of the primary reasons that LCISD sought the partnership with Lone Star College is that they have articulation agreements with all state colleges and most private colleges to accept all core credits earned through their dual credit program. Currently we need more instructors with Masters degrees to develop a more robust dual credit program. The University of Houston, Victoria has worked with us in establishing a Master's program within the district and can be utilized to support our teachers in advanced degrees. In addition, Lone Star has set up programs in which teachers who have a Masters, but not the 18 hours needed in their content area, may take the 18 hours of credit online through one of the state universities. These universities have made this program available for the express purpose of helping teachers get credentialed as dual credit instructors. Prairie View A&M and Texas Tech are two who have done so.

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.

Currently, LCISD has 133 students enrolled in the Principles of Education and Training course (7409) and 50 students enrolled in the Instructional Practices course (7420C) at four of the LEAs five high schools. The LEA anticipates that the students enrolled in the courses will enroll in the Human Growth and Development (7410) and Practicum in Education and Training (7430C) courses to complete the Public Services Endorsement in Education and Training. The LEA will utilize the following recruitment methods to ensure continued enrollment of students into the Education and Training courses:

- Expose middle and junior high students to careers in education
- Invite teachers from diverse background to speak with students about the benefits of entering the teaching profession
- Investigate the possibility of establishing a Grow Your Own high school pilot summer program
- Investigate the Educators Rising program

As a priority, the district will encourage students of color, students attending Title I high schools, and students from underrepresented populations to enter and persist in Education and Training courses.

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.

LCISD will select nine instructional paraprofessionals to 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.

The Texas Academic Performance Report revealed that LCISD employed 345 instructional paraprofessionals during the 2016-2017 school term. Of that number, 138 possessed either an Associate's degree or the equivalent of two years of study at the date of hire. The district will encourage instructional paraprofessionals who possess either an Associate's Degree or the equivalent of two years of study, who have served in their current capacity for more than two years and are willing to receive a certification in one of the district's identified critical shortage area to participate in the program and receive the stipend. If Lamar CISD is selected for the Grow Your Own Grant, each prospective teacher candidate will be required to submit the following documentation:

- Completed Paraprofessional to Teacher Application Form
- Paraprofessional's history or resume, including high school attended and any college courses completed.
- Description of the undergraduate degree sought and the institution at which the degree will be sought
- Brief statement indicating personal goals as an educator and how this stipend will help achieve such goals.
- Brief statement indicating the benefit this undergraduate degree will provide to Lamar CISD
- Recommendation forms from two supervisors; at least one must be a current administrator

Preference will be given to Hispanic and African American teacher candidates that meet all eligibility criteria.

Additionally, the LEA has formulated a Memorandum Of Understanding (MOU) to encourage paraprofessional retention upon program completion. Required components of the MOU are listed as follows:

- Paraprofessional agrees to attend an accredited university beginning in Fall 2018 and to enroll each semester subsequent thereafter, including summer sessions, until graduation.
- Paraprofessional agrees to maintain at least three credit hours each semester through graduation and remain employed by Lamar CISD.
- Paraprofessional agrees to maintain at least a 3.5 GPA in all course work
- Instructional Paraprofessional agrees that he/she will work for the district as a teacher in an identified critical shortage area for a period of at least four years after graduation, in the event, and for so long as the District elects to so employ teacher for a specific period.
- In the event that Instructional Paraprofessional voluntarily resigns from the District prior to graduation or before having been employed by the District for four years after graduation, Paraprofessional shall reimburse the District for all grant funds paid by the District. Paraprofessional agrees that such reimbursement may be deducted by the District from any compensation due and owing to Paraprofessional at or after the time that the notice of resignation is furnished to the District. The District may forego such reimbursement, as its sole election in the event that the Paraprofessional resigns due to extenuating circumstances beyond Paraprofessional's control (e.g., a disabling medical condition). Such reimbursement shall not be required in the event the District terminates Paraprofessional's employment