



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

RECEIVED
 TEXAS EDUCATION AGENCY
 2018 MAR 13 PM 4:56
 DOCUMENT CONTROL CENTER
 GRANTS ADMINISTRATION

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.

701-18-106-112

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
Increase the Education and Training courses offered at Kirbyville High School to offer a coherent sequence of 4 courses.	Grant funds will support the implementation of Education and Training Courses and a TAFE chapter at Kirbyville High School, creating a sustainable pipeline for home-grown teachers to return to their communities following their college education as teachers.
Increase face-to-face dual credit opportunities for Kirbyville High School students to include courses in the Education and Training sequence.	Grant funds will support 1 teacher at Kirbyville High School to complete an M. Ed. enabling the teacher to teach dual credit courses in Education and Training. Currently, dual credit courses offered at Kirbyville High School are taught virtually due to the lack of credentials of current staff to teach them.
Reduce the teacher turnover rate in Kirbyville CISD to at least the state average of 16.4%. Current turnover rate in Kirbyville CISD is 23.3%.	Grant funds will support implementation of Education and Training Courses and participation in TAFE for Kirbyville High School students interested in pursuing a career in education. Because these students have roots in Kirbyville, they are likely to return to teach there and settle in the community long-term.

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 the end of the 2019-2020 school year, 1 Kirbyville High School teacher will have completed a Master's of Education Degree and will be credentialed to teach at least 2 dual credit courses in the Education and Training sequence.

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:

1 teacher of Education and Training courses will be enrolled in an M. Ed. program as evidenced by an acceptance letter and a course schedule.
 Students at Kirbyville High School will be enrolled in an Education and Training Course.
 A TAFE chapter will be established.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

1 teacher of Education and Training courses will be progressing satisfactorily in an M. Ed. program as evidenced by a transcript.

Students at Kirbyville High School will participate in at least one TAFE activity or event.

Third-Quarter Benchmark:

1 teacher of Education and Training courses will be progressing satisfactorily in an M. Ed. program as evidenced by a transcript.

Students at Kirbyville High School will participate in at least one TAFE activity or event.

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 Assistant Superintendent will serve as the project director for the Kirbyville CISD Grow Your Own Grant and will monitor all program activities and associated data including program-level and participant-level data. Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with the high school principal and Education and Training teacher to review progress and program effectiveness. Data reviewed will include student surveys. Plans and services for the Grow Your Own Grant Program will be adjusted to address programmatic issues as they arise.

Sustainability will be achieved through successful completion by the participants securing a master's degree and building and building the Education and Training program at Kirbyville High School to include dual credit courses and participation in an Education and Training CTSO. The teacher will receive ongoing support from campus and district instructional leaders and ESC-5 instructional specialists. In addition, the implementation of a high quality Education and Training Program at Kirbyville High School will provide a long-term, sustainable pipeline of home-grown teachers.

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.

Beginning in the 2018-2019 school year, Kirbyville High School will offer the following coherent sequence of courses in Education and Training leading to a Public Service Endorsement:

- 9th Grade - Human Services
- 10th Grade - Child Development
- 11th Grade - Instructional Practices
- 12th Grade - Practicum in Education and Training

Because the first two courses in this sequence are already taught at Kirbyville High School, students will be able to enroll at the first, second, and third year of sequence for 2018-2019. Instructional Practices will be taught in 2018-2019 as a junior level course and Practicum in Education and Training will be added in 2019-2020 as a senior level course. Beginning in 2019-2020, dual credit opportunities will enhance the program.

Student recruitment efforts for the Instructional Practices course will focus on students who have taken Human Services and Child Development, while 8th grade students are targeted for enrollment beginning with the 9th grade course of Human Services. Recruitment efforts will include classroom presentations for students, 8th grade orientation sessions for parents and students, four-year planning with counselors, career inventories, a career fair, and career-counseling. In addition to committing to obtain an M. Ed. in two years in order to be able to teach dual credit courses and signing a Memorandum of Understanding (MOU) to remain in the district for at least four years after doing so, the teacher for the Education and Training courses was selected for her passion for the field of education, success in the classroom, willingness to attend professional development, and enthusiasm for sponsoring the TAFE chapter. Grant funds will support the new courses and the TAFE chapter. Funds will purchase classroom materials and be used for membership costs for students and the teacher in TAFE in addition to costs related to participation in competition. The high school principal and district instructional leaders will provide support for the teacher in the new courses and the establishment of the TAFE chapter including access to professional development and coordination of funds. Student recruitment efforts will include seeking student representation reflective of the diversity in Kirbyville ISD.

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.	Master's Degree Stipend	10,000
2.	Travel to TEA Conference (Teacher, Principal, and Counselor)	2,000
3.	Teacher Professional Development and Resources	794
4.	Materials for Education and Training Courses	1,500
5.	Costs for Participation in TAFE, Including Competition Expenses	1,500
6.	Indirect Costs (1.292%)	206
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

Total grant award requested 16,000

**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.

1 applicant will participate in the program and will 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 teachers for Pathway 1 was recruited and selected based on the following criteria:

- Demonstrated success in the classroom, evidenced by student achievement and evaluations.
- Demonstrated passion for the teaching profession.
- Commitment and enthusiasm for sponsoring TAFE.
- Recommendations from principal and superintendent.
- Experience and training in supervising student work-based experiences or agreement to participate in professional development on best practices prior to teaching the course(s).
- Agreement to sign a memorandum of understanding (MOU) to remain in Kirbyville CISD for a minimum of 4 years to teach dual credit courses in Education and Training following the completion of their M.Ed.