



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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 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 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.

701-18-106-116

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
50% of applicants to our district are candidates in an alternative certification- EPP which leaves a deficit in skill in pedagogy and content in the applicant pool.	In partnership with local colleges and universities, LISD will identify candidates currently enrolled in an Educator Preparation Programs to participate in one year clinicals in preparation for filling annual vacancies with well prepared and highly qualified candidates.
Of 50 new hires to the district in 2017-18, 20 were hired to elementary positions having alternative certifications.	We will increase the number of university educated teachers with atleast 18 hours of study in the area of reading in our early elementary grades by building a stronger applicant pool.
Currently Lancaster ISD has 10 positions that are filled by long term substitutes.	Providing for the year long clinical teacher assignment would allow us to gain the most qualified applicants for vacant positions, but would also allow us to promote Lancaster ISD as a preferable possibility for employment in a metropolitan area surrounded by larger school districts.

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 year 2020, Lancaster ISD will increase the number of vacant positions filled with university educated teachers by 35% using the Grow Your Own Grant funds to recruit and build the number of those candidates in our applicant pool.

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:
- Number of teacher candidates in year long clinical with applications on file with the district for 2019-2020
 - 100% of candidates with signed letter of intent to pursue employment with the district at the close of the clinical year.
 - Multiple evaluations of candidates in current proficiency level using the TAP model.
 - Observation and feedback from EPP staff of candidates.
 - Mentor teacher observation and feedback reports obtained monthly.
 - FCCLA/TAFE Membership dues paid and roster of student members with atleast 20 students participating.

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

100% of candidates completing EPP assigned coursework and clinical hours.
 100% of candidates will score proficient on the TAP evaluation rubric in 4/5 observations.
 Assess the need for identification of additional candidates if needed to ensure 10 completers.
 Established FCCLA/TAFE chapter holding quarterly meetings with atleast 3 members attending competition

Third-Quarter Benchmark:

100% of candidates completing year long clinical.
 100% of candidates eligible for employment with Lancaster ISD.
 On track for hire/retention of atleast 80% of clinical candidates.
 Established FCCLA/TAFE chapter holding monthly meetings and atleast 4 members attending competition
 Increase the number of FCCLA/TAFE members by 25%.

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.

Observation and job performance data will be our primary measure to assess candidates growth toward proficiency during the clinical teaching assignment year. Our goal is to ensure that we are building quality professionals that will have an immediate impact on our system upon hire. Should a clinical candidate not meet the expected level of proficiency during an observation cycle, a support plan will be created and implemented in collaboration with that candidate, the candidate's mentor and supervising principal, and the mentor assigned by the EPP. The TAP rubrics, Lancaster ISD's current observation tool, will be utilized to observe and provide feedback. Adjustments of support to individual candidates will be made based on identified areas of need following each observation cycle. If a candidate is observed to not be making adequate progress or self withdraws from the clinical, additional candidates will be recruited for 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.

Lancaster ISD currently has a culture of student voice defining clubs and organizations at every level. We have conducted career interest surveys and identified a number of high school students who have interest in becoming professional educators. We are also bringing on a Education and Social Services pathway in our CTE and dual credit offerings through established partnerships with two local institutions of higher learning. While we do not currently have an operating FCCLA/TAFE chapter, our goal is to recruit identified student to join and participate by building a robust list of potential offerings, outing and member opportunities that will promote and support their interest in the profession, while also preparing them to compete in competitions. Securing a dedicated and motivational teacher sponsor will also be a primary focus.

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. Development and Supplies for Education and training pathway	1,000
2. CTSO Conference and Competiton fees	2,000
3. Certified Classroom Mentor for clinical teaching stipends (10)	20,000
4. Clinical Teaching Candidate stipends (10)	200,000
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Total grant award requested 223,000

**Grow Your Own Grant
Pathway 3 Grow Your Own Program Attachment**

Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment

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

10

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select high potential teacher candidates to participate in the program and receive the grant stipend.

- The plan must address their process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district.
- 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 teacher candidate commits to return to the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

Identifying participants- The district will work with surrounding institutions of higher learning with established partnerships to secure candidates prepared to enter the clinical teaching year. Their application for the program will include recommendations from professors in the EPP institution. They will also include an official transcript and requirements needed for graduation /certification. We will place priority on student applicants in areas of high need for the district including, but not limited to: Bilingual education, HS level math and sciences. A district panel to review applicants will be formed consisting of central officer leaders, principals and classroom teachers. This panel will decide upon which candidates will be offered the clinical assignment based on qualifications and fit to district needs. These candidates will receive final approval from the Chief Academic Officer and the Executive Director of Human Resources and the Superintendent of Schools. Each applicant will sign a Memorandum of Understanding defining the expectations of the clinical assignment, secure the signature of their higher education EPP supervisor and commit to placement in any existing Lancaster ISD teacher vacancies immediately following the completion of the clinical period and once signed on, a period of 3 years.

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