



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 **Lometa Independent School District** CDN or Vendor ID **141902** ESC # **12** Campus # **01** DUNS # **100075548**
 Address **PO Box 250** City **Lometa** ZIP **76853** Phone **512-752-3384**
 Primary Contact **Rob Moore** Email **rmoore@lometaisd.org**
 Secondary Contact **David Fisher** Email **dfisher@lometaisd.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 **David Fisher** Signature *David Fisher* Date **3-13-18**
 Grant Writer Name **Peggy York** Signature *Peggy York* Date **3/12/18**

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

701-18-106-082

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 number of homegrown teachers from 12 (46%) to 17 (65%).	Having proven and dedicated paraprofessionals obtain their bachelor's degree and teacher certification will address the need for additional homegrown certified classroom teachers. Of the 27 classroom teachers currently employed by LISD, 12 (46%) are identified as homegrown.
Reduce teacher turnover rates by 30%	Lometa ISD employs numerous first-year teachers. They typically use Lometa as a stepping stone and stay just one or two years. Allowing 5 paraprofessionals who have a long-standing history with Lometa School are less likely to leave the district once they obtain their bachelor's degree and teacher certification.
Reduce the number of teachers teaching outside of their teaching field by 20%	At the present time, there are Lometa teachers who are teaching outside of their teaching field.

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.

Lometa ISD has 274 students enrolled in grades K-12 (10 priority points) on a single-campus, Lometa School. LISD is located in the small, rural community of Lometa, Texas, a population of 856 persons per the 2010 Census. The Specific goal is for 5 local paraprofessional's (para's) to obtain a bachelor's degree and teaching certificate. The Measurable goals are to 1) increase number of classroom teachers; 2) reduce teacher turnover; and 3) reduce number of teachers teaching outside of their subject area. These goals are Achievable as this project will provide para's with a variety of educational opportunities, services and supports. The project is Relevant as it reflects the current instructional needs of Lometa School to recruit and retain teachers due to its small size and rural location. The project will be implemented in a Timely manner as the district has developed a comprehensive plan to ensure the para's are successful in becoming a certified classroom teacher.

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) All 5 paraprofessionals are enrolled in college courses to obtain a bachelors degree.
- 2) Begin implementing a cohesive scope and sequence of Education and Training Courses.
- 3) Establish a FCCLA chapter during the 2018-19 school year to provide a wider variety of leadership opportunities for Lometa students.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

- 1) Teachers complete 1st semester college courses.
- 2) Continue implementing a cohesive scope and sequence of Education and Training Courses.
- 3) Lometa High School students prepare to compete in one competitive FCCLA event per academic school year.

Third-Quarter Benchmark:

- 1) Teachers enroll in 2nd semester of college courses.
- 2) Continue implementing a cohesive scope and sequence of Education and Training Courses.
- 3) Lometa High School FCCLA students participate in at least one competitive event per academic school year.

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 Evaluation Team will determine the extent to which activities are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the project is having on the program participants. As part of the evaluation process, the Team will collect the following data:

- a. Number of paraprofessionals receiving stipends to complete their bachelor's degree and teacher certification
- b. Demographics of paraprofessionals participating in the program
- c. Percent completion of bi-annual TEA developed survey of participant groups including: participating paraprofessionals and campus principals
- d. Number and type of teacher certificates awarded to participants
- e. Number of participants promoted to full time teaching roles within participating LEA

Using the above data, the Team will continually make adjustments and refinements to the program activities, curriculum, professional development, and budgeting. All changes made will be communicated to the participating para's at monthly meetings. Administrators will also articulate clear expectations, roles and responsibilities and keep all participants informed of all grant timelines and activities.

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.

As part of this project, Lometa ISD will implement a cohesive scope and sequence of Education and Training Courses for grades 9--12. Implementing the 11 scope and sequence units, students will explore various careers available within the Education and Training Career Cluster. By using self-knowledge as it relates to educational and career information, students will analyze various careers within the Education and Training Career Cluster and develop a graduation plan that leads to a specific career choice in the student's interest area.

Lometa ISD currently has no CTE, vocational leadership programs outside of FFA. However, The Grow Your Own Teacher Grant, provides Lometa ISD the opportunity to establish in a new FCCLA chapter during the Fall of 2018. The FCCLA program will provide a wider variety of leadership opportunities for Lometa students to participate in at least one competitive event during the 2018-19 academic school year.

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. Tuition for 5 paraprofessionals to pursue both a bachelor's degree and teacher certification	55,000
2. Education and Training Course implementation costs for Lometa School	3,000
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Total grant award requested	58,000

**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.

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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.

Lometa ISD currently has 27 teachers of which 12 or 46% are homegrown teachers. As a small low-wealth community, it is vital for us to keep local talent at home. This minimizes turn-over and maximizes expertise. People from here are as a whole more likely to want to stay and build something for the future. We need to continue the trend of building our own education force.

To address the need for more home-grown instructional staff, Lometa ISD developed a comprehensive plan centered-around recruiting and selecting paraprofessionals and instructional aides who are fully committed to obtaining a bachelor's degree and teaching certificate. As part of this plan, Lometa ISD will first identify paraprofessionals and instructional aides who have 1) exhibited high potential based upon their strong worth ethic as documented by their high-quality evaluation rating and 2) have a long-standing work history of at-least 3 years with Lometa ISD as documented by their employment record.

Candidates who meet the above-mentioned criteria will then be further screened to 1) identify if they're educational interest includes teaching a hard-to-staff area and degree and if 2) they appropriately reflect and mirror the Lometa student population.

From the candidates who meet all of the criteria noted above, the Lometa ISD administrators will interview the prospective participants to further identify their long term goals and objectives along with their willingness to earn a bachelor's degree and teacher certification.

Each paraprofessional and/or instructional aide who agrees to participate in this project must sign a Memorandum of Understanding (MOU) which outlines their commitment to teach full-time at Lometa ISD for at-least 3 years after completing their bachelor's degree and obtaining a teaching certificate as a condition for receiving a \$11,000 stipend for tuition costs.

