



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

Texas Education Agency

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

RECEIVED  
 TEXAS EDUCATION AGENCY  
 2018 MAR 13 PM 3:34  
 DOCUMENT CONTROL CENTER  
 GRANTS ADMINISTRATION

**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**

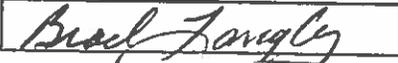
Name **Brad Langley** CDN or Vendor ID **212909** ESC # **7** Campus # [REDACTED] DUNS # [REDACTED]  
 Address **13172 St. Hwy. 64 East** City **Tyler** ZIP **75707** Phone **903-566-2311**  
 Primary Contact **Brad Langley** Email **langleyb@chapelhillisd.org**  
 Secondary Contact **Lisa LeMon** Email **lemonl@chapelhillisd.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 **Lamond Dean** Signature  Date **3.12.18**

Grant Writer Name **Brad Langley** Signature  Date **3/12/18**

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

701-18-106-085

**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
Rural location and low pay (\$5,000 below state avg.) cause high teacher turnover rates (25.5%) making hiring qualified teachers difficult.	Use programs like Grow Your Own and the Educator Preparation pathway to help district employees and students who are already invested in the school and community receive degrees and teaching certifications.
Recruit and retain highly qualified teachers whose diversity better reflect the student population.	Use the Grow Your Own and Educator Prep. pathway in tandem to encourage students, paraprofessionals, Instructional Aides, and substitutes to become certified educators. Programs such as these enable the district to target personnel from specific populations through a merit based application process.
Recruit and retain highly qualified teachers with Masters degrees who can teach dual credit classes in hard-to-hire subject areas such as STEM and CTE.	Use funds from Pathway 1 to allow our Ed. Prep. teacher to complete her Masters degree with 18 hours of graduate education classes. She will then be able to offer dual credit classes to students in our Ed. Prep pathway, which will increase interest in the program and better prepare aspiring educators for college courses

**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.

The goal of writing for this grant is to receive funding which will enable two things to happen:  
 1. A teacher employed by Chapel Hill ISD will earn her Master's degree and be qualified to teach Educator Preparation classes so that students can receive dual credit for courses in that pathway by the 2020-2021 school year.  
 2. Ten instructional aides with high potential, will return to school and earn their bachelor's degree & teacher certification so they can be hired by Chapel Hill ISD as teachers for the 2019-2020 school year.

**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:  
 October 2018:  
 Pathway 1- Educator Prep instructor will have taken, or be currently enrolled in 9 or more hours of graduate level courses from a specified Masters of Education degree plan. The participant will be expected to maintain a minimum GPA of 3.0 in their graduate course work.  
 Pathway 2- Instructional aides, paraprofessional, and long-term substitutes will have taken, or currently be enrolled in 15 or more hours from an BS in education degree plan. Each participant will be expected to maintain a minimum GPA of 2.5 in their undergraduate course work.

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

April 2019:

Pathway 1- Educator Prep instructor will have completed a minimum of 9 graduate hours, and be currently enrolled in 9 or more hours of graduate level courses from a specified Masters of Education degree plan. The instructor will be expected to maintain a minimum GPA of 3.0 in their graduate course work.

Pathway 2- Instructional aides, paraprofessional, and long-term substitutes will have completed a minimum of 18 hours, and currently be enrolled in 15 or more hours from their designated BS in Education degree plan. Each participant will be expected to maintain a minimum GPA of 2.5 in their undergraduate course work.

**Third-Quarter Benchmark:**

October 2019:

Pathway 1- Educator Prep instructor will have completed a minimum of 18 graduate hours, and be currently enrolled in 9 or more hours of graduate level courses from a specified Masters of Education degree plan. The instructor will be expected to maintain a minimum GPA of 3.0 in their graduate course work.

Pathway 2- Instructional aides, paraprofessional, and long-term substitutes will have completed a minimum of 36 hours, and currently be enrolled in 15 or more hours from their designated BS in Education degree plan. Each participant will be expected to maintain a minimum GPA of 2.5 in their undergraduate course work.

**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.

Data from the benchmarks will be analyzed and actions taken immediately to facilitate the success of the participants. If the participants are struggling to keep up with the expectations of the course load, our partnership with UT Tyler enables us to make arrangements with the instructor of the course(s) for tutoring or additional workshops. A second way participants will be supported is through cohort meetings, and an open line of communication with the grant supervisor which serve to provide updates on participant progress. This will allow the participants an opportunity to report out on obstacles and they face. A third method of support would be to enact a temporary flexible work schedule to allow the participants the chance to complete assignments or attend campus tutoring sessions. The final evaluation of this project will be the ability of the participant to complete their degrees, and become contributors to the district in the teacher capacity. As challenges to participants are identified, a group approach to solving these problems will be observed. The participants will have an exit interview about their experiences, so that future problems can be better anticipated. As a final expectation of the program, members of each cohort will be selected to provide insight to the next group of participants who are following in their footsteps. This activity would serve to motivate the next group as they see people who have made the journey before them and experienced success. It would also warn them of challenges and potential pitfalls. Finally, it would provide resources for new participants and the opportunity for collegial relationship development.

**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.

Chapel Hill currently has a thriving Education and Training pathway for students who are interested in career as an educator. A 4-year sequence of courses has already been established in the pathway: Principles of Education, Human Growth and Development, Instructional Practices, Practicum in Education. Over 60 students currently participate in the pathway, with 60% being Hispanic, African American, and Native American. 70% of participants are Eco. Disadvantaged and 17% are EL/LEP students. The diversity of these students is reflective of the school district's overall makeup.

The next step in the advancement of the program is to establish a 6-year plan in which students receive enough dual credit by high school graduation to become Certified Educational Aides and employees of the school district and can move straight into Phase I of UT Tyler's BS Program. Sophomores in the Ed. Prep. program to apply to be in the Grow Your Own Teachers program which will run in tandem with Ed. Prep. classes. Students who are accepted into the program will have 100% their dual credit course tuition paid for by the school district. An additional component of the program is that UT Tyler will host annual workshops for students that allow participants and professors from the College of Education to interact. During the workshops, professors will provide research-based experiences over a wide range of topics including developing routines and procedures, teacher presence and voice, and using technology to engage students. Participants will also be able to receive counseling on the UT Tyler admissions process. Upon completion of the final course in Grow Your Own Teacher pathway, students who have completed the program requirements will be hired by Chapel Hill ISD and receive the Educational Aide training course and certification. This will allow participants to receive career related employment experience and the flexibility in work hours to continue their post-secondary education.

The Grow Your Own Teachers program will facilitate participants' enrollment into Phase I of UT Tyler's Educator Preparation program. The model will be that since the GYOT participants will be Educational Aides, they would qualify for funds from Pathway 2 of this grant to pay the tuition throughout their last two years at UT Tyler. They will be tracked as a cohort and will receive additional support from both the LEA and the IHE. The final step would be for Chapel Hill to proudly hire these EC-6 teacher-certified graduates to teach at one of our 3 elementary schools.

An additional enticement to remain in the program is the TAFE organization. They attend leadership events and competitions (regional, state, and national). They meet frequently, conduct fund-raisers to help with travel and event registration. Participation in the group will foster cohesiveness within the group, and encourage students to develop bonds that can carry all the way through to being professionals and colleagues.

**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	112,000
2. Travel to Austin	2,000
3. Books/ Supplies for participants	1,000
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
Total grant award requested	115,000

**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.

One teacher will be participating in the pathway 1 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.

- **Teacher Identification Plan:** The district has already begun the initial steps for implementing a "Grow Your Own" program. An instructor was hired for the 2016-17 school year whose primary focus was to increase participation in an Educator Preparation pathway. She has already demonstrated her ability to recruit and retain students in the program by growing the number of participants in the program 20% in one year. Last year, the instructor also started and grown the Texas Association of Future Educators organization. In 2016-2017, TAFE had 19 inaugural members. For the 17-18 school year, TAFE has 35 members who competed in competitions and leadership events, including 21 who qualified for the state competition. Our program was also voted the President School of Region 7 for TAFE, and one of our students was elected as a state officer. The instructor has already committed to take the student to the national conference over the summer. T-TESS evaluations for the instructor have been high, and a strong recommendation has come from her evaluator.
- One of the major focuses of the Grow Your Own program involves addressing Chapel Hill ISD's need to recruit, develop, and retain elementary school teachers. The Texas Workforce Commission (LMCI Tracer) lists elementary school teachers as the career field that is adding the second most jobs in the East Texas region. The numbers are similar for the surrounding TWC regions as well. Based on workforce data gathered, there are almost 6500 job openings annually for elementary school teachers in the state of Texas. Additionally, through the year 2024, Texas is expected to need over 4,600 additional qualified teachers. Our rural district has experienced teacher turnover rates well above state and regional averages over the last four years, including 25.5% last year. By targeting students in their home school district, Chapel Hill is in an optimal position to recruit students from backgrounds and with experiences that are most similar to the student population, which is 77% socioeconomically disadvantaged and 21% Limited English Proficient. The instructor hired to be in charge of the Teacher Prep. pathway was strategically selected because she had both an Early

Childhood-6<sup>th</sup> Texas Teacher certification and elementary teaching experience. She also has an ESL certification as well as experience running a Teacher Prep. program in another school district.

- The MOU will be an agreement between the participant, and the LEA. The terms of the grant will be identified, as will all of the parties involved including the participant, TEA, University of Texas at Tyler, Tyler Junior College, and Chapel Hill ISD. The Scope of Work will be outlined as the expectations set forth by the grant for both the participant and the LEA. The Texas Education Agency will be identified as the pass-through entity, who is the grantee from the U.S. Department of Education. Chapel Hill ISD will be designated as the Lead Applicant and Fiscal Agent for the grant. A description of the Use of Funds will be in accordance with the grant requirements. The Individual and Joint Responsibilities of both the LEA, and the participant will be outlined. This section will include the duration that the participant will agree to stay with the district after the Master Degree has been obtained, which will most likely be 3 years. Other sections such as Assurances and Modifications will be included along with the Effective Date, Duration, and Termination Date. Finally, a Signatures section will serve as approval of the agreement by both the LEA and the participant.

**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.

- The Educator Prep. participants will be given a 6-year plan upon entrance into the Grow Your Own Teacher Program. The first 4-years of the plan will identify all of the courses, high school and dual credit, necessary to graduate from high school with "Core Complete" status. The dual credit courses will be primarily provided through Tyler Junior College, with University of Texas at Tyler providing the additional courses TJC doesn't offer, including the dual credits taught by the Educator Preparation program teacher at Chapel Hill (receiving her Masters at UT Tyler via this grant). UT Tyler will agree to accept the students' transfer credits from TJC, and accept the students in to their College of Education before the 2020-2021 academic school year. The last two years of the 6-year plan will consist of the remaining 64 hours necessary to receive a BS in Interdisciplinary Studies & EC-6 Standard Teacher Certification (Phases I-IV) from UT Tyler. Students will then be available to teach EC-6 for Chapel Hill ISD.
- The Chapel Hill School District is currently a dual credit partner with Tyler Junior College. Students have 49 hours of dual credit available to them through TJC. This partnership is strong and has been in existence for years.
- Chapel Hill Independent School District has already developed a relationship with the University of Texas at Tyler. This has included participating in professional development offered by UT Tyler. Chapel Hill ISD is also a partner with the School of Education providing clinical placements for preservice teachers and supervision of student teachers in the role of cooperating teacher. The District has also partnered with UT Tyler on a number of initiatives over the last decade. This includes collaborating to prepare post-baccalaureate teachers (similar to alternative certification). The Chapel Hill ISD will sign an MOU with UT

Tyler to offer dual credit for courses that TJC is unable to offer including the dual credit courses that are specific to the Educator Prep. pathway.

- UT Tyler has a history of working with school districts to develop the expertise of teachers. This has included helping districts participate in Teacher Residency Programs and prepare teachers to provide dual credit by completing a Master's in Education with 18 hours in a single field.

**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.

- Chapel Hill currently has a thriving Education and Training pathway. Over 60 students currently participate in the pathway, with 60% being Hispanic, African American, and Native American. 70% of participants are Eco. Disadvantaged and 17% are EL/LEP students. The diversity of these students is reflective of the school district's overall makeup. These students will be our primary targets for the Grow Your Own program. The students' interest in teaching will be leveraged to create initial success for the program.
- The district and school based leadership is fully committed to the program and have laid out a comprehensive 5 step plan to help establish and ensure the success of the Educator Preparation program.
- Step One has already been accomplished by establishing a 4-year high school pathway for students who are interested in career as an educator. The four courses in the pathway are Principles of Education, Human Growth and Development, Instructional Practices, Practicum in Education.
- Step Two is to establish the 6-year plan in which students receive enough dual credit by high school graduation to become Certified Educational Aides and employees of the school district and can move straight into Phase I of UT Tyler's BS Program.
- Step Three is for Sophomores in the Ed. Prep. program to apply to be in the Grow Your Own Teachers program which will run in tandem with Ed. Prep. classes. Students who are accepted into the program will have 100% their dual credit course tuition paid for by the school district. An additional component of the program is that UT Tyler will host annual workshops for students that allow participants and professors from the College of Education to interact. During the workshops, professors will provide research-based experiences over a wide range of topics including developing routines and procedures, teacher presence and voice, and using technology to engage students. Participants will also be able to receive counseling on the UT Tyler admissions process. Upon completion of the final course in the GYOT pathway, students who have completed the program requirements will be hired by Chapel Hill ISD and receive the Educational Aide training course and certification. This will allow participants to receive career related employment experience and the flexibility in work hours to continue their post-secondary education.
- Step Four of the Grow Your Own Teachers program is to facilitate participants' enrollment into Phase I of UT Tyler's Educator Preparation program. The model will be that since the GYOT participants will be Educational

Aides, they would qualify for funds from Pathway 2 of this grant to pay the tuition throughout their last two years at UT Tyler. They will be tracked as a cohort and will receive additional support from both the LEA and the IHE.

- The Fifth and final step would be for Chapel Hill to proudly hire these EC-6 teacher-certified graduates to teach at one of our 3 elementary schools.
- Once the GYOT program has been fully implemented, there is an expectation that the limited number of positions and high reward associated with the program will create competition. This will in turn increase the number and quality of candidates who apply. A committee will create the criteria for the application, and decide on the weighting of the components. Identifying information such as names and addresses will be removed so that preferential treatment will not be given to applicants. In order to stay true to the original intent of the program (and the grant), components in key areas such as economically disadvantaged, traditional minorities, and underrepresented populations may receive additional weighting in their application scoring according to the direction of the committee.
- An additional enticement to remain in the program is the TAFE organization. They attend leadership events and competitions (regional, state, and national). They meet frequently, conduct fundraisers to help with travel and event registration. Participation in the group will foster cohesiveness within the group, and encourage students to develop bonds that can carry all the way through to being professionals and colleagues.

**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.

10 Instructional Aides, Paraprofessionals, and Long-Term Substitutes

**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.

Chapel Hill ISD is fully committed to the Grow Your Own Teacher concept. There is currently a plan in place to develop and hire students from the high school Educator Prep. pathway into Instructional Aides when they graduate. The emphasis behind this is that the district could help students interested in becoming educators to gain relevant, career-related experience while they pursue their post-secondary degree and teacher certification. Participants would have access to teachers as mentors, and receive additional supports from the district as needed. In addition, as the employer, CHISD could create flexible schedules for these participants to ensure they would be able to attend classes, and stay on track to graduate. However, with Pathway 2 of this grant, a major obstacle for these future educators would be removed. Instead of participants having to pay for school and live on an Educational Aide's salary, a large part of their tuition would be covered by the grant.

In order to provide this opportunity to even more aspiring educators, an application process would be opened up district wide for any paraprofessional, aide, or long-term substitute who has been with the district at least two years. The application would include documentation such as a transcript showing a degree, or the potential to receive a degree within the timeframe of the grant. Other measures would include college GPA, outside work experience (for hard-to-staff areas), level of involvement in campus/ extracurricular activities, recommendations from direct supervisors, teachers who have professional experience with the candidate, colleagues, and/or campus or district level administrators. Applications would be scored with a point system with additional weighting given to candidates in key demographics such as economically disadvantaged, underrepresented populations, and teaching fields that are difficult to fill such as math, science, and CTE. Another factor that would receive additional weighting is applicants who expand the diversity of the staff. Currently the Chapel Hill student population is composed of 68% traditional minorities, however the staff is made up of only 22% traditional minorities.

The MOU will be an agreement between the participant, and the LEA. The terms of the grant will be identified, as will all of the parties involved including the participant, TEA, University of Texas at Tyler, Tyler Junior College, and Chapel Hill ISD. The Scope of Work will be outlined as the expectations set forth by the grant for both the participant and the LEA. The Texas Education Agency will be identified as

the pass-through entity, who is the grantee from the U.S. Department of Education. Chapel Hill ISD will be designated as the Lead Applicant and Fiscal Agent for the grant. A description of the Use of Funds will be in accordance with the grant requirements. The Individual and Joint Responsibilities of both the LEA, and the participant will be outlined. This section will include the duration that the participant will agree to stay with the district after the Bachelor's degree or teaching certificate has been obtained, which will most likely be 4 years. Other sections such as Assurances and Modifications will be included along with the Effective Date, Duration, and Termination Date. Finally, a Signatures section will serve as approval of the agreement by both the LEA and the participant.