



2020-2022 GROW YOUR OWN GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 15, 2019

NOGA ID

Authorizing legislation **General Appropriations Act, Rider 41, 86th Texas Legislature**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from **February 1, 2020 to June 30, 2022**

Pre-award costs are not permitted.

Application stamp-in date and time
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Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

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, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

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.

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC 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.

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
According to the TAPR, the district has a turnover rate of 18.2% and the state average is 16.6%.	LCISD will develop and strengthen partnerships with IHEs to deliver more college coursework leading to teaching certification within the community and promote teaching as a profession to high school students through appropriate coursework to develop, recruit and retain more local teachers
34.5% of the district's teachers have less than five years teaching experience, which is about 6% above the state average.	LCISD will develop and strengthen partnerships with IHEs to deliver more college coursework leading to teaching certification within the community and promote teaching as a profession to high school students through appropriate coursework to develop, recruit and retain more local teachers.
According to the TAPR, LCISD has an economically disadvantaged population of 80.9% which is 22.1% above the state average.	LCISD will develop and strengthen partnerships with IHEs to deliver more college coursework leading to teaching certification within the community and promote teaching as a profession to high school students through appropriate coursework to develop, recruit and retain more local teachers.

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.

1. By meeting quarterly goals, providing financial assistance and offering educational supports the district will increase the number of current staff who meet the qualifications for teaching vacancies by the end of the 2021-2022 school year.
2. By June 2020, the district will employ a teacher who holds a master's degree and is eligible to teach dual enrollment courses in the education and training pathway.
3. By the end of the 2021-2022 school year, the high school will offer at least two courses in the education and training pathway for students to enroll and receive high school credit.
4. LCISD will have a teacher turnover rate at or below 15% as identified by the TAPR.

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 the end of the first quarter 100% of participants will be selected based on identified criteria.
- 100% of participants will enroll for Fall 2020 coursework.
- 100% of participants will sign the district MOU.
- At least one education and training course will be added to the 2019-2020 high school master schedule.
- At least two recruitment meetings will be held for parents and high school students.
- Principal, teacher and counselor will participate in TEA required training.

Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter, grant participants will have completed some coursework and proceeding forward with additional coursework. All grant participants will meet with appropriate IHE and/or district staff to review and modify their college degree plan as needed. All grant participants will meet with administrator mentors at least twice a month.

The education and training program will increase recruitment into the pathway by 10% of our current enrollment.

Third-Quarter Benchmark

By the end of the third quarter, grant participants will have completed more coursework and proceeding along accordingly. All grant participants will continue to meet with appropriate IHE and/or district staff to review and modify their college degree plan as needed. Participants will continue to meet with administrative mentor twice a week.

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 will be collected monthly through participation, meetings and high school student grades. The district designee will be responsible for overseeing the program and coordinating events with campus administrators. Based on the data collected, the district will determine the level progress towards the written SMART goals. If progress is not adequate, steps will be taken to ensure that all students, paraprofessionals and teachers are successful.

To ensure that the education and training program is successful, the teacher along with administrators will engage in curriculum writing, student recruitment and parent information sessions between April and June. During this time, the district and campus staff will review curriculum resources, develop a scope and sequence for the courses and develop student and parent information documents. The administration will meet every six weeks to review report cards and curriculum documents to ensure the courses are successful. In addition, the teacher of record who will be pursuing a master's degree will be assigned an administrator mentor. He/she will meet with mentor at least twice a month to review progress in the degree program, review areas of support needed and discuss the progress of the education and training pathway for students.

All data collected will be documented and reviewed to determine compliance and progress. If modifications are warranted, the district will provide additional supports as needed. Some areas of supports may include, content area tutoring sessions and pedagogical supports for teachers seeking degrees and/or certifications. These supports will be offered at no additional charge.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
- The LEA will commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
- Participants and candidates will commit with an MOU to remain in the LEA or partner LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, and shall provide to
- TEA, as per deadlines listed on page 26 of the Program Guidelines, quarterly reports on progress towards SMART goals and performance measures as well as candidate information and survey responses to TEA.
- All grant-funded participants and candidates will be identified and submitted to TEA by May 15, 2020.
- A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program. A budget amendment must be filed within 7 days if requested by TEA.
- Applicants agree to amend the number of candidates as requested by TEA on the basis of necessity and data.

PATHWAY 1- The applicant assures the following:

- Each high school will implement the courses described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, with the teachers receiving the stipend as teachers of record for both or either courses.
- Participants receiving the \$10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2021-2022 within the Education and Training Course sequence.
- All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- Participation in the TEA Teacher Institute described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
- Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- All high schools will submit a plan for marketing and student recruitment to TEA each year.
- The LEA will not collect tuition or fees from students as per the program guidelines.

PATHWAY 2- The applicant assures the following:

- The LEA will allow reasonable paid release time and schedule flexibility to candidates for class attendance and course completion.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2022-2023 year.
- A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees no later than May 15, 2020.
- All Pathway 2 (a) certification-only candidates will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
- All Pathway 2 (b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within 2 years and serve as a teacher of record in the LEA by the 2022-2023 school year.

PATHWAY 3- The applicant assures the following:

- The EPP will provide Pathway 3(a) candidates with a residency of one academic year, in-person and on-site coaching and evaluation, at least six on-site observation and feedback cycles per semester and at least two observations of a full lesson per semester.
- The EPP will provide candidates with teacher certification, evidence-based coursework, and an opportunity to practice and be evaluated in a school setting.
- The EPP will provide Pathway 3(b) candidates with training that is at least 4 weeks long, in-person and on-site coaching and evaluation, at least four
- face-to-face observation and feedback cycles, 12 instructional days with 1 hour of instruction per day, 150 professional development hours, and 30 hours of field-based experience.
- Partner LEAs and EPP will share program performance measures on a quarterly basis.
- EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed, for which the LEA will allow release time.
- Candidates will complete the clinical year or pre-service training within the named partner LEA(s), which will in turn agree to hire candidates upon satisfactory program completion.

Statutory/Program Requirements

PROGRAM REQUIREMENT 1: Describe the sustainability plan for the Grow Your Own Program beyond the timeline of grant funding. This plan should address how a high-quality program will be maintained, including clear action steps beginning in the first year of grant funding and a demonstrated ability to leverage and coordinate resources that increase your capacity to strengthen the local educator pipeline and make progress on sustainability. This may include the use of other local, state and/or federal resources. Consider also how the Grow Your Own Program may be integrated into, be supported by, and provide support for existing LEA or EPP initiatives and/or priorities.

The District has initiated an Education and Training Program through CTE. This grant will provide supports for the initiation of this program and allow the District to establish a solid foundation for future success. The District has already approved a teacher position, coordinated with higher education to ensure the teacher will be eligible to teach dual enrollment courses and established a method in which the high school students will be able to complete a practicum at other campuses within the District. Through this grant the District will ensure that the teacher has training in state and locally developed curriculum, attends TAFE events with students and promotes the programs through registration events at middle and high school levels.

Additionally, the campus administration has been permitted time twice a year to present to the school board on the establishment and progress of this program and the successes of the grant.

PROGRAM REQUIREMENT 2: Describe the plan to recruit participants/candidates who are interested and eligible in participating in the program and receiving stipends. The plan must incorporate research-based best practices in equitable recruitment and address the process for identifying individuals with potential indicators including a demonstrated track record of success and/or achievement, involvement in student organizations and/or school activities, a desire and commitment to teach long term in the LEA and/or region, strong evaluation ratings (if applicable) and strong relationships with students. The plan must also include strategies to recruit diverse individuals representative of the LEA student population.

Students will attend annual presentations on Education and Training pathway. Students who express interest or possess good leadership skills will be targeted. Students will begin with a campaign that provides information to all students about the benefits of pursuing a career in education and training. Information provided will include: Coursework, average pay in our area, work schedule to include holidays, Recruitment process, Benefits, TRS

During the school year we will invite recent graduates to come speak to students in this field. Our educational staff will motivate students by modeling and showing students the positive impact educators have on their students.

Counselors will also play a vital role in the process. They will meet with participating students and monitor their progress in the education and training courses. Students will be able to receive on job skill training through our practicum programs. Through coordination with the middle school. Middle school students will receive information, attend tours at the high school and hear from students who are enrolled in the program. The administration will ensure that all students regardless of gender or ethnicity will receive information and be encouraged to enroll in the program.

Statutory/Program Requirements

PROGRAM REQUIREMENT 2 CONTINUED:

PROGRAM REQUIREMENT 3: Describe how the LEA will equitably select quality, diverse candidates from the pool of eligible candidates who will participate in the program and receive stipends. Include the use of any interview questions, assessment of persistence, recommendations, rubrics, consideration of hard-to-staff areas, or other tools using research-based, equitable best practices.

All students who are interested in participating in this program will be enrolled. The District will work with the IHE representatives to ensure that all students who meet dual enrollment requirements are admitted to the program.

Statutory/Program Requirements

PROGRAM REQUIREMENT 4: Describe how the LEA will support participants and candidates that receive stipends in fulfilling responsibilities, persisting in the program, and excelling in their role. Name specific supports for potential career pathways, resource supports, and personnel supports.

The District will provide each staff member with a job description related to the stipend they receive. In addition, the District the work with the local ESC to ensure that each teacher is properly trained in course requirements. The district will ensure curriculum is research based and implemented accordingly.

PROGRAM REQUIREMENT 5: Describe the MOU in which (1) participants/candidates commit to remain in the LEA for an agree upon length of time as a condition of receiving the stipend and (2) the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

The district will ensure all employees who receive assistance for tuition to remain in the District for five years after graduation. The District will pay stipends through board approved procedures on annual/semi annual basis.

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 Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit X \$5,500 =

Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit X \$11,000 =

Number of high schools with existing Education and Training courses in 2019-2020 X \$8,000 =

Number of high schools without existing Education and Training courses in 2019-2020 X \$10,000 =

Number of high schools offering dual credit Education and Training courses in 2020-2022 X \$10,000 =

Total Request for Pathway 1

PATHWAY TWO

Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of Pathway 2(a) candidates pursuing a teacher certification only X \$5,500 =

Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification X \$13,000 =

Request for Pathway 2

Request for Pathway 1

Total Combined Request for Pathways 1 & 2

PATHWAY THREE

Check this box if you are applying for Pathway 3

Number of Pathway 3(a) candidates participating in a year-long clinical teaching assignment X \$22,000 =

Number of Pathway 3(b) candidates participating in an intensive pre-training service program X \$5,500 =

Total Request for Pathway 3

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

Stipend for dual enrollment teacher	5,000
Education and training teacher stipend	2,500

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Program implementation cost	13,000
professional development	5,000

SUPPLIES AND MATERIALS (6300)

Supplies and materials required to support instruction of the Education and Training courses	5,000

OTHER OPERATING COSTS (6400)

Teacher/student travel costs associated with conferences	4,000

Total Direct Costs

Indirect Costs

TOTAL AMOUNT REQUESTED

Total Direct Costs plus Indirect Costs

Should match amount of Total Request from page 8 of this application