



**2021-2023 Grow Your Own Grant Program, Cycle 4**  
**Competitive Grant Application: Due 11:59 p.m. CT, November 5, 2020**

NOGA ID

Application stamp-in date and time

TEA will only accept application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

**Authorizing legislation:**

**Grant period:**  **Pre-award costs:**

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. 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.

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter in 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.

**4. 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
The district has identified the need to support student enrollment in education courses and establish CTSOs at three out of six high school campuses. 269 students of 454 do not have opportunities within a CTSO. LCISD will expand to all six campuses by 2021.	Three of six campuses have existing CTSOs from "Grow Your Own Grant" (GYOG) Cycle 1. If approved, the district will establish and maintain Career and Technical Student Organizations at all six high school campuses, adding three additional CTSOs.
The district has identified critical teacher shortage areas with number of vacancies: Secondary Math (4), Secondary Science (3), High School English (3), Elementary Bilingual (7), and PK-12 Special Ed (14)	If approved for the GYOG Cycle 4, LCISD will provide tuition stipends to assist paraprofessionals with securing bachelor's degrees and State Board of Educator Certifications, in identified critical shortage areas.

**5. 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.

100% of district staff selected for the GYOG program will complete all degree and certification requirements to be eligible for employment in critical shortage areas by June 2023.

**6. 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 September 2021, district staff selected for the GYOG program will select an Institution of Higher Education, provide proof of enrollment and degree plan with required coursework for degree and certification completion.

By September 2021, five of the six high schools will have an articulated sequence of education and training courses for high school students.

By September 2021, three of the six high schools will have a CTSO chapter and three of the six high schools will have identified staff to complete the application process for the creation of new CTSO chapters.

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

By February 2022, district staff selected for the GYOG program will submit a transcript detailing that the applicant has completed 50% of required coursework for degree and certification completion.

By February 2022, six LCISD high schools will have a fully articulated sequence of education and training courses for students.

By February 2022, all of the six LCISD high schools will have CTSO chapters, with three of the six high schools maintaining and recording achievements for a CTSO chapter; three of the six high schools will have students on rosters to compete in upcoming CTSO competitions.

**Third-Quarter Benchmark**

By September 2022, district staff selected for the GYOG program will submit a spring and summer transcript detailing that the applicant has completed 75% of required coursework for degree and certification completion. Staff will also be required to submit proof of enrollment for the fall 2022 semester.

By September 2022, all of the six LCISD high schools will have a fully articulated sequence of education and training courses, for students, with documentation of completion.

By September 2022, all of the six LCISD high schools will have a CTSO chapter with a committed staff member to manage and record achievements at each site.

**7. 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 LEA will continue to review degree plans and transcripts after each semester to guarantee each paraprofessional is making progress that complies with the MOU. District administration will encourage grant recipients to attend Texas based programs (universities or alternative certification programs) and continue mid-point degree audits to ensure they are meeting requirements to complete assigned coursework by the grant deadline. Human Resources, campus administrators, and Assistant Superintendents will be aware of grant recipients as soon as possible to facilitate the interview/hiring process, candidate cultivation, and provide assistance and resources to help each student prepare for TExES exams. After requirements have been met, administration will pre-screen grant recipients early in the hiring season to be referred to campus administrators. This will help minimize the amount of time between the initial interview/screening and the campus interview to prevent top-quality applicants from being hired outside the district. During GYOG cycle 1, there were multiple success stories but two that stand out: Kimberly Jackson, transitioned from being a special education aide (instructional paraprofessional) to a special education teacher. Also, Marlayna Shaw was an instructional aide who transitioned into a special education teacher. District administration will continue to conduct quarterly evaluations to make sure high school campuses are completing CTSO requirements.

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**8. 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 each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program 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.
- 2. The applicant provides assurance that 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.

**ALL PATHWAYS:**

- 1. Participants and candidates must commit with a MOU 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.
- 2. LEAs must commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
- 3. The applicant must submit quarterly reports on progress towards SMART goals and performance measures to TEA.
- 4. All grant-funded participants/candidates must be identified and submitted to TEA by May 14, 2021.
- 5. The applicant must file budget amendments within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.
- 6. The applicant must file budget amendments within 7 days of a request from TEA.
- 7. Applicants pre-selected for an award agree to amend number of candidates as requested by TEA on the basis of necessity and historical data as determined by TEA.

**PATHWAY 1:**

- 1. The applicant must assure that each high school campus within the participating LEA will implement at least the Instructional Practices and/or Practicum courses in the Education and Training course sequence in 2021-2022, and at least both stated courses in 2022-2023, with the teachers receiving the stipend as teachers of record for both or either courses.
- 2. Any participant 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 2022-2023 within the Education and Training course sequence.
- 3. All LEA high schools must establish and/or grow a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event per year each grant year.
- 4. All LEA high schools must participate in an initial TEA-led Teacher Institute on or around June 28-30, 2021, with participants including Education and Training course teachers, campus principals, and college/career counselors. Principals and counselors will only be required to attend the first day. Attendance by grant managers, IHE/EPP partners, and student ambassadors is recommended and optional.

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**8. Statutory/Program Assurances Cont'd**

**PATHWAY 1 (Cont'd):**

- 5. Each participant receiving a grant stipend must pilot the Education and Training curriculum if they are currently using a high-quality Education and Training curriculum. Participants may be asked to participate in focus groups and surveys to give input on the Education and Training Curriculum.
- 6. Each participant receiving a grant stipend must submit two original master lessons within the Education and Training curriculum to TEA per year for review and potential publication, following TEA guidelines for submission.
- 7. All LEA high schools must submit their plan for marketing and student recruitment to TEA each year.

**PATHWAY 2:**

- 1. LEAs must allow reasonable paid release time and schedule flexibility to candidates for class attendance and completion of course requirements.
- 2. The applicant must have a signed letter of commitment or MOU from an Accredited, Accredited-Not Rated, or Accredited-Warning EPP that will partner with the LEA(s) to award teacher certifications to participants. The letter of commitment or MOU will be presented to TEA for approval after the preliminary selection of grant awardees and no later than May 14, 2021.
- 3. 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.
- 4. Pathway 2(b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within two (2) years and serve as a teacher of record in the LEA by the 2023-2024 school year.

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**Program Requirements**

1. Describe the sustainability plan for the Grow Your Own Program beyond the timeline of grant funding. The 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.

According to the 2020 Demographic report, provided by Population and Survey Analysts (PASA), Lamar CISD is expected to grow by 51,507 new housing units by 2029. This will increase the student population by 30%, to an estimated 47,507 students over a ten-year period. LCISD's current staffing standard, across all grade levels, averages one teacher per 21 students. This means LCISD will have approximately 522 added teaching positions, over the next ten years, without taking in to account average turn-over. It is imperative that the district makes strong efforts to promote the critical teacher shortages, to meet the needs of our projected growth.

Currently, LCISD has 224 students enrolled in the Principles of Education and Training course (7409) and 39 students enrolled in the Instructional Practices course (7420C) at four of five high schools. Instructional Practices and/or Practicum in Education and Training will be offered in the 2021-2022 school-year and the 2022-2023 school-year, at all high schools. By the 2021-2022 school term, each high school will have a fully articulated sequence of education and training courses. Currently, one high school has a Family Career and Community Leaders of America (FCCLA) Chapter. The LEA will utilize GYOG funds to establish a CTSO chapter, at each of its six high schools (new high school will be opened in the 2021-22 school year), prior to the 2021-2022 school term to promote interest in the teaching profession.

Understanding the importance of long-term sustainability, Lamar Consolidated Independent School District, staff and Board are always creating and implementing action plans to diversify funding sources. The district will work on sustainability with the following strategies:

- Professional development for paraprofessionals seeking teaching positions.
- Sustaining relationships with foundations to gain funding and sustainability for Education and Training courses.
- Developing ties to local corporations to gain funding and sustainability for Education and Training courses.

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**Program Requirements (Cont.)**

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 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 (if applicable). The plan must also include strategies to recruit diverse individuals representative of the LEA student population.

District administration will send electronic communications to existing personnel with surveys attached. Based on the survey participation, a Federal Programs department designated staff member will reach out to each interested candidate with an invitation to apply. Once applications are received, eligible candidates will be invited for an interview.

The District uses the following "Best Practices" to identify potential recipients:

- 1) Principal Recommendation
- 2) Written Interest
- 3) In-Person Interview
- 4) Standard Application Tailored to the Paraprofessionals Getting a Teaching Certification

The Human Resources Department also manages a designated recruitment page listed on LCISD's website called, "How to Become a Teacher" including how-to's for interested candidates to gain their certification and apply internally.

In regard to the recruitment for students into the Education & Training courses, the 7th grade Gateway courses explore all CTE courses throughout the school year. The course explores CTE sequences and which courses to take throughout high school to complete the sequence. This will assist the students to understand which courses to sign up for when they are planning their 4-year plan for the Principles of Education & Training sequence. Enrolled 9th graders, in the Principles of Education & Training course, include enrollment numbers averaging 50-55 students, each school year. While most of the recruitment happens in the 7th grade Gateway course, the District continues to see enrollment numbers increase in 9th grade and beyond.

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**Program Requirements (Cont.)**

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.

District administration will equitably select quality candidates through principal recommendations and interviews.

Interview questions for each candidate included the following:

- 1) Do you agree to work at the District as a teacher in an identified critical shortage area(s) for a period of at least four years after graduation, in the event, and for so long as the District elects to so employ you for a specific period?
- 2) Do you agree to maintain at least a 3.0 GPA in all course work and will submit official transcripts to District within six weeks of the conclusion of each semester of coursework?
- 3) Do you agree to maintain at least three credit hours each semester through graduation and remain employed by Lamar CISD?

District administration will encourage grant recipients to attend Texas based programs (universities or alternative certification programs) to improve timeliness of on-boarding.

District administration also identified critical shortage areas in secondary math, secondary science, high school English, elementary bilingual, and all level Special Education. Allowing each candidate to answer honestly about staying employed in these critical shortage areas confirmed their commitment to completing the degree or certification. With district administration requesting grades and transcripts, each candidate can prove persistence and commitment to their program.

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.

District administration will make sure each candidate has a timeline or certification plan in place so grant recipients are aware of certification requirements and deadlines. LCISD recruited a designated staff member from the Federal Programs Department to check on candidates before during and after each semester to make sure they are meeting the requirements of their agreement. LCISD will also send a survey, through the Federal Programs Department, each quarter, to see what areas each candidate needs support.

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**Program Requirements (Cont'd)**

5. Describe the MOU in which the participants/candidates commit to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend and the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

The MOU in which each participant commits to remain in the District for an agreed upon time includes each Instructional Paraprofessional will 1) Attend an accredited university and enroll each semester, including summer sessions, until graduation. 2) Maintain at least three credit hours each semester through graduation and remain employed by Lamar CISD. 3) Maintain at least a 3.0 GPA in all course work and will submit official transcripts to the District within six weeks in conclusion of each semester. 4) Work for the District as a teacher in an identified critical shortage area(s) for a period of at least four years after graduation, in the event, and for so long as the District elects to employ the Teacher for a specific period. 5) If the Instructional Paraprofessional voluntarily resigns from the District prior to graduation or before having been employed by the District for four years after graduation, they will reimburse the District for all grant awards paid by the District.

**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, or Pathways 1 and 2 concurrently. Refer to the 2021-2023 Grow Your Own Grant Program, Cycle 4 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	<input type="text" value="5"/>	x \$5,500=	<input type="text" value="27,500"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="0"/>	x \$11,000=	<input type="text" value="0"/>
Number of high schools <b>with</b> existing Education and Training courses in 2020-2021	<input type="text" value="5"/>	x \$8,000=	<input type="text" value="40,000"/>
Number of high schools <b>without</b> existing Education and Training courses in 2020-2021	<input type="text" value="0"/>	x \$10,000=	<input type="text" value="0"/>
Number of high schools offering <b>dual credit</b> Education and Training courses in 2021-2023	<input type="text" value="0"/>	x \$10,000=	<input type="text" value="0"/>
<b>Total Request for Pathway 1</b>			<input type="text" value="67,500"/>

**PATHWAY TWO**

Check this box if you are applying for Pathways 1 and 2

Number of Pathway 2(a) candidates pursuing a teacher certification only	<input type="text" value="2"/>	x \$8,000=	<input type="text" value="16,000"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="8"/>	x \$19,000=	<input type="text" value="152,000"/>
<b>Total Request for Pathways 1 and 2</b>			<input type="text" value="235,500"/>

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**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**

1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

**Professional and Contracted Services**

6.	Tuition and fees paid directly to the IHE	\$168,000
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

**Supplies and Materials**

11.	Program Specific, CTSO and HR	\$5,000
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

**Other Operating Costs**

15.	CTSO Membership Fees	\$1,100
16.	Field Trips & Travel	\$15,500
17.	Program Costs	\$45,900

**Capital Outlay**

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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