



2018-2019 Grow Your Own Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

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

Application stamp-in date and time

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Grant Information

Grant Period to (Pathways 1 and 2)

to (Pathway 3)

Program Authority

Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

Applicant Information

Name CDN or Vendor ID ESC # Campus # DUNS #

Address City ZIP Phone

Primary Contact Email

Secondary Contact Email

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title 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.

701-18-106-012

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
As per the TAPR, PISD's teacher turnover rate is 26%, which is 10% higher than the State average. This may due in part to the fact that only 48% of teachers live locally.	PISD will develop and strengthen partnerships with IHEs to deliver more college coursework leading to teaching certification locally within the community and promote teaching as a profession to high school students through appropriate coursework to develop, recruit and retain more local teachers.
As per the TAPR, more than 50% of the District's teachers have less than five years teaching experience, which is about 15% higher than the State average.	PISD will develop and strengthen partnerships with IHEs to deliver more college coursework leading to teaching certification locally within the community and promote teaching as a profession to high school students through appropriate coursework to develop, recruit and retain more local teachers.
As per the TAPR, 93% of PISD student are of Hispanic ethnicity, while only 55% of teachers are of Hispanic ethnicity.	PISD will develop and strengthen partnerships with IHEs to deliver more college coursework leading to teaching certification locally within the community and promote teaching as a profession to high school students by providing 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.

100% of local paraprofessionals participating in the Grow Your Own grant program will obtain their Bachelor's degree and teacher certification by May 31, 2020.

Meeting the primary SMART goal will lead PISD to achieving the following five-year long-term goals:

1. PISD will have at least 55% of teachers living within the community as identified by local data.
2. PISD will have a teacher turnover rate to at or below 20% as identified by the TAPR.
3. PISD will have a minimum of 45% of teachers with less than five years teaching experience.
4. PISD will have a minimum 30% gap of teacher and student demographics.

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, PISD will recruit and identify ten grant participants. Once identified, grant participants will be introduced to the grant requirements and expectations. Additionally, all grant participants will meet with appropriate IHE and/or District staff to develop and review their college degree plan.

Furthermore, PISD will review and create or modify partnership(s) with IHEs for the grant participants. All grant participants will begin appropriate coursework leading toward a Bachelor's degree and teacher certification.

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.

Furthermore, PISD will have created and started an Education and Training pathway and local TAFE chapter. Interested high school students will be enrolled and participating in appropriate coursework within the pathway and recruited and engaging in TAFE meetings and activities.

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. Grant participants will be preparing for certification exams accordingly.

Furthermore, high school students will have their first year within the Education and Training coursework and enrolled in their second year, while newly interested students will begin the pathway. The TAFE chapter will have completed its first year within the District and prepare for the second year by recruiting new members and strengthening activities.

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.

Each quarter, grant participants will review their college degree plan with IHE and/or District representatives accordingly to ensure they remain on track to complete their degree and certification by the end of the grant period. Degree plans will be modified as needed. The scores for practice and actual certification exams (content based and pedagogy), as well as the number of attempts, will be reviewed accordingly to determine if adjustments to the grant program need to be made. If grant participants do not show progress with their degree plans and/or certification exams, adjustments to the grant program will be discussed with the IHE to determine a plan of action for the grant participants.

The number of grant participants and their demographics will be reviewed and analyzed accordingly each quarter. Additionally, the number and demographics of students enrolled in the Teaching and Education courses, as well as the local TAFE chapter will be monitored quarterly. The number of grant participants completing the program, their types of certificates, and the number of them promoted to full-time teaching positions will be collected to make projections with the District's five-year long-term goals related to the SMART goal.

The District will review the program data and revise the program accordingly to sustain over time. The grant program will serve as a pilot program to sustain in future years through the use of other local and/or supportive funds that may be used to help support District employees gain their Bachelor's degree and teacher certification, as well as the Education and Training pathway and local TAFE chapter for high school students.

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.

Pearsall ISD is committed to growing our own teachers beginning with students when they are in high school by promoting teaching as a quality profession and providing students with opportunities to gain knowledge and hands on experience with the teaching profession. Pearsall High School will implement an Education and Training pathway within its Career and Technology Education program, as well as a Texas Association of Future Educators (TAFE) chapter.

Pearsall High School will implement a partial Education and Training pathway during the 2018-2019 school year, and will expand into full implementation for the 2019-2020 school year. During the 2018-2019 school year, three courses from the Education and Training pathway will be offered:

1. Principles of Education and Training (9th grade students)
2. Human Growth and Development (10th grade students)
3. Instructional Practices (11th and 12th grade students)

Beginning in the 2019-2020 school year, Practicum in Education and Training will be added to the pathway. This course will be made available to 12th grade students who completed Instructional Practices as 11th graders during the 2018-2019 school year. The Education and Training pathway and sequence of courses for Pearsall ISD will follow the recommended sequence as outlined within the Texas Essential Knowledge and Skills (TEKS) and the Texas Education Agency (TEA).

Principles of Education and Training and Instructional Practices will be taught by a current High School English Language Arts and Reading (ELAR) Teacher. This teacher currently has 15 years of teaching experience, all with our students at Pearsall High School. In addition, the teacher also holds a Master of Arts in Teaching. These qualifications demonstrate a deep understanding for the teaching profession and the curriculum to be taught in these classes, specifically with our student population.

Human Growth and Development will be taught by a current High School Principles of Human Services Teacher. This teacher currently has 18 years of teaching experience in total, with 10 of those years being in our District. The teacher's certification also allows her to teach the course as required by TEA.

The District is currently in communication with two nearby institutions of higher education (IHE) to determine if a partnership can be developed with one of them as it pertains to a dual credit opportunity for the courses within the Education and Training pathway. Both IHEs are currently reviewing the TEKS for that course to determine if dual credit crosswalks can be developed with any of the courses in the Education and Training pathway. Should the District successfully develop a dual credit agreement for any of the Education and Training courses, high school students will be provided with an advantage of gaining college coursework hours leading them toward a potential career in education.

The TEKS curriculum for all Education and Training courses will be followed. One main resource that will be used for the Education and Training courses will be the Texas CTE Resource Center (TCRC) at www.txcte.org. This online resource provides teachers with sample scope and sequences, as well as sample lesson plans. Furthermore, this coming summer will be dedicated to reviewing other course resources. The review of other course resources will be completed in conjunction with the IHE the District partners with for the dual credit opportunity within Education and Training pathway.

Pearsall High School is also in the process of starting a TAFE Chapter this semester, consisting of 22 students. The organization has started to meet, plan and coordinate activities it will participate in, and will complete the membership process by the end of March 2018. Some activities the TAFE chapter has planned for the current semester include having students observe and assist hands-on during intervention classes at Pearsall Intermediate (grades 3-5). The organization will also help organize activities for Teacher Appreciation Week. During the 2018-19 school year, the TAFE organization will expand its membership, activities and begin to pursue State competition opportunities.

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 10 Grant Participants	106,280
2. Content Certification Preparation Resource (Certify Teacher Online)	550
3. Content Certification Exam Fee for 10 Grant Participants	1,310
4. PPR Certification Preparation Resource (Certify Teacher Online)	550
5. PPR Certification Exam Fee for 10 Grant Participants	1,310
6. TAFE Membership Fees	200
7. TAFE Travel Costs (Events, Conferences, Competition)	1,000
8. TAFE Registration Fees (Conferences, Competition)	1,000
9. TAFE Consumable Supplies	800
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Total grant award requested	113,000

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.

10 participants

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.

The District has already initiated the recruitment and identification process for potential grant participants. A survey was sent out Districtwide to all staff to determine if there are currently any employees interested in continuing their education by pursuing a Bachelor's degree leading to teacher certification or teacher certification if they already hold a Bachelor's degree. Additionally, a follow-up meeting was held with all employees who indicated they were interested in the opportunity. The meeting consisted of explaining to employees that Sul Ross State University (SRUS) and Pearsall ISD have developed a new partnership through a Memorandum of Understanding (MOU) to begin offering classes locally in the community beginning with the Summer 2018 semester. The classes that will be offered in the community will be specific to a Bachelor's degree leading to teacher certification. Employees were also informed that SRSU has a direct partnership with Southwest Texas Junior College (SWTJC) who already offers courses locally in the community, making it now possible for anyone to receive a minimum of 65% of their Bachelor's degree coursework without having to leave the community.

From information that was collected during this meeting, a list of potential participants has been developed by identifying individuals who have a minimum of 48 college hours completed already. Having completed 48 college hours prior to the start of the grant helps ensure that the participants can finish their Bachelor's degree and teacher certification coursework within the timeframe of the grant and also demonstrates that these individuals have already personally invested in their own education and future career. The potential participants will be required to submit to the District their planned area(s) of certification and a short essay explaining why they should be selected to participate with the grant. The planned area(s) of certification will enable the District to determine if it is one that is typically in demand by the District. The essay response will allow the District to determine the participants' commitment to the program and the District and provide the District the opportunity to prioritize the list of participants. The selection of the candidates will assist in meeting the need of leveraging the existing talent pool within the District and increase the diversity of the teacher workforce to better match the District's student demographics. All grant participants that are selected will submit an MOU to the District stating they agree to a full-time teaching role for a minimum of three years. This agreement will enable the District to improve the teacher turnover and experience rates.