



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

NOGA ID

Application stamp-in date and time

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
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 Austin, TX 78701-1494

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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.

701-18-106-030

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
Teacher Turn-Over - 2016-2017 turnover rate: 25.6%; 2015-2015 - 22%; due in large part to teachers living out of district.	Recruit Hillsboro High School students who desire to teach to be a part of an Education and Training pathway and assist them by offering dual credit education courses. Student could complete a bachelor's degree in a shorter time frame and come back to our community to teach.
Low application pool with diverse applicants for hard to staff subjects such as math and science at the secondary level.	As more of our students become interested in teaching through our education pathway, we will have more students graduating college as teachers and coming back home to teach, thus creating a larger more diverse teaching pool.

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.)Hillsboro High School will increase the number of students in the Education and Training pathway by 20% before the 2020-2021 school year. 2)Beginning in the 2020-2021 school year students in the Education and Training pathway will receive dual-credit for Instructional Practices as well as Practicum in Education and Training classes.

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 all three teachers will be enrolled in a Master of Education program. All three teacher participants, counselor, and administrator will have attended the TEA led Institute June 12-14. Recruitment plan for students to enter into the Education and Training Pathway will be established and begun before the closure of the 2018 school year.

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

Establish active participation for teachers and students in CTSO through FCCLA.
 Order and utilize educational supplies in field experience classrooms for students who are participating in Instructional Practices and Practicum in Education and Training.
 Measure enrollment in courses. Reflect on and determine if new recruitment practices need to be established.

Third-Quarter Benchmark:

Each teacher should have completed a Master's in Education.
 Measure enrollment in Education and Training Pathway. Reflect on practices to see if the increase is at least 20 percent.
 Continue the established partnership with Hill College so that dual credit can be awarded in 2020-2021 school year through an MOU.

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.

Both SMART goals are summative and will be evaluated at the end of the program. As Hillsboro High School continues to build the Education and Training pathway, we will evaluate the process of how and when we are recruiting students to join this tract. At the end of each school year starting with 2018-2019, we will use quantitative data to measure the increase in the pathway, the diversity of students in the pathway, and utilize qualitative measures to gauge teacher/student relationships that support students in the program continuing their education to be future teachers. The administrator overseeing the implementation of this program will verify each teacher is enrolled in a program by the fall of 2018 and taking courses that align with a Master in Education and Training. A strong reciprocal relationship has been established with our local community college for future plans of aligning the Instructional Practices and Practicum in Education and Training as dual-credit courses. As we move closer to the 2020-2021 school year, an MOU will be signed to solidify the agreement. If at that time a modification is needed, the district will make adjustments to continue the dual-credit portion of the grant.

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.

Hillsboro High School began offering the Education and Training pathway beginning in 2017-2018 school year with a minimum number of students enrolled in the Instructional Practice course. Beginning in the 2018-2019 school year we will offer Human Growth and Development, Instructional Practices, and Practicum in Education and Training. The principal course for the Education and Training path will be Principles of Human Services which we offer already at the High School. Hillsboro ISD campuses focus on career interest throughout students' school experiences. Career focus becomes more formalized with 8th grade students taking career interest inventory surveys to better assist in identification of students who would be interested in teaching for their future. As students enter high school, we continue recruitment of students through CTE month, personal conversations, and peer outreach. Our counseling staff greatly assist in helping advise students through class meetings, administering the ASVAB, and career and college fairs. We currently have a very active CTSO with FCCLA. At this time students have been participating through the culinary side of FCCLA. Beginning with the 2018-2019 school year we will add all three teachers for this grant as advisors with FCCLA and all students enrolled in this pathway will be added as members for FCCLA. Students will participate in an Education and Training competition in the Spring of 2019.

As Hillsboro ISD began looking at "Growing our Own" teachers through the Education and Training pathway, we assigned an experienced teacher who exemplified what we expect of our teachers on a daily basis to instruct these courses and oversee this pathway. We want teachers who build relationships, set high expectations, teach the state standards, and provide rigorous instruction to students. As this program expands, we know we will need more teachers assisting in developing our future teachers. The additional two teachers model the same characteristics as the first teacher mentioned. All three program participants are involved in multiple aspects of our school and district. This is another mark of a dedicated teacher. Each of the three have been in the school district for at least five years and have established roots here and plan to remain a part of the Hillsboro community.

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. Master of Education for 3 teachers	30,000
2. TEA led Institute for 3 teachers, administrator, and counselor (hotel, rooms, meals, transportation)	9,000
3. CTSO teacher advisor for FCCLA x3@ \$16 each	48
4. CTSO student membership in FCCLA for 25 @ \$16 each	400
5. Education and Training pathway identification uniform	800
6. Student instructional supplies: binder, journal, dry erase markers, lesson planning book, etc...	1,752
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Total grant award requested 42,000

**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.

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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.

Hillsboro High School's plan to recruit and select quality teachers to facilitate the Education and Training course sequence and receive grant funds to pursue their master's degree includes recruiting exceptional, dynamic teachers who teach in fast growing career pathways. These teachers have student achievement data that reflects high-quality teaching and understanding of pedagogy, particularly student-centered instruction. The teachers also are student advocates/mentors.

The Memorandum of Understanding (MOU) that the teachers will sign includes completion of the master's in education coursework by May of 2020 and foregoing resignation from district employment for (3) school years following completion of the program as a condition of receiving the stipend.

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.

Currently Hillsboro High School has a partnership with Hill College, our local community college. We offer an array of dual credit courses that transfer easily to other state colleges. Upon starting the process of this grant we reached out to Hill College to see how we could partner for the education courses to be dual credit. The college was more than happy to help and immediately sent over course syllabus for alignment. Hill College partners with Tarleton State University to offer education courses at the Hill College Campus. Other local high schools in our area have created a cross walk to assist with this process. Instructional Practices aligns with EDUC 1301 Introduction to Teaching and Practicum in Education and Training aligns with EDUC 2301 Introduction to Special Populations course. Both of these courses would transfer to other colleges in the state of Texas. Students will be able to earn dual credit for both of these courses starting with the 2020 school year.

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.

Student recruitment is essential an part to the success of this program. Studies show that 60% of U.S. teachers teach within 20 miles of where they went to high school. Students identified in 8th grade as having a high aptitude for success as a teacher will be recruited for this pathway. Another way to create excitement for the Education and Training pathway is through positive experiences in the classes. We selected teachers to oversee this pathway based upon their ability to teach and their passion for education. These teachers create a positive learning environment in their classroom. In Hillsboro ISD, the top ten percent of students select an educator who has impacted their life. All three teachers have been chosen multiple times as an educator who made a difference in the lives of students. All three chosen for this pathway have been selected several times. As students enter this pathway under these three dynamic teachers, students will generate excitement for teaching and in turn more students will want to join the Education and Training path. The teachers selected for this path would not have been considered model students themselves in high school. We believe because of this they are able to relate to the majority of the student population and build meaningful relationships that will encourage students to want to join the education program. We want students who desire to help others, are passionate about learning, and apply themselves to join our program. Hillsboro has a diverse student population with seventy-eight percent being economically disadvantaged. To help combat poverty the district pays for our students' college tuition as long as they pass the course and complete fifteen hours of community service per semester. This grant will allow our students to have majority of their basics plus two education courses paid for before they leave high school. This allows students to see college as an opportunity. The district has talked about "growing" its own teachers for some time this grant would allow us to move forward and go beyond a high school endorsement to actual college hours. The district is committed to making this happen and will provide a scholarship for a student in this pathway to continue their education.