



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

NOGA ID [redacted]

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

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 Texas Education Agency  
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Application stamp-in date and time

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**Grant Information**

Grant Period **04/13/2018** to **05/31/2020** (Pathways 1 and 2)

**04/13/2018** to **06/30/2019** (Pathway 3)

Program Authority **GAA, Article III, Rider 41, 85th Texas Legislature**

Pre-award costs are not permitted.

**Required Attachments**

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

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

**Applicant Information**

Name **Region 14 ESC** CDN or Vendor ID **221950** ESC # **14** Campus # **[ ]** DUNS # **784720435**

Address **1850 Hwy 351** City **Abilene** ZIP **79601** Phone **325-675-8600**

Primary Contact **Greg Pace** Email **gp@esc14.net**

Secondary Contact **Ronnie Kincaid** Email **kincaid@esc14.net**

**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 **Ronnie Kincaid** Signature  Date **3/7/2018**

Grant Writer Name **Greg Pace** Signature  Date **3/7/2018**

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

**701-18-106-031**

**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
Address the need for qualified certified educators in rural districts served by the SSA	Identify qualified candidates from within the LEA to complete alternative certification programs who will commit to remain in the LEA for a specified amount of time.
Increase interest and recruit high school students to enter the field of education.	Raise awareness of class availability during the spring of 2018, recruit students, and hold preregistration. Plan staff and implement the required CTE education courses at appropriate grade levels during the 2018-2019 and 2019-2020 school years.

**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.

During the 2018-2019 and 2019-2020 school years, this shared service agreement between small, rural districts served by Region 14 ESC will facilitate 33 qualified diverse candidates into the teaching profession while also facilitating and supporting the implementation of education related CTE courses.

**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:

During the first quarter, LEA's will recruit and submit candidates who will enroll in masters programs, complete bachelors degrees, and/or start alternative certification programs.

LEA's will also recruit and train staff, identify students, preregister, schedule CTE classes, and start CTE classes and submit enrollment numbers.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark:

By the end of the second quarter, 3 participants in pathway 2, part 2, will have completed an alternative certification program and hold standard teacher certification.

LEA's will have offered Instructional Practices, and/or Practicum in Education and Training, students will have participated in one competitive event and operating a chapter of CTSO. LEA's will have established a partnership with an IHE and be offering the courses as dual credit.

## Third-Quarter Benchmark:

Participants obtaining master's degrees will complete coursework and graduate. Participants completing alternative certification programs will hold a standard certificate. All data including data from CTE courses, including number of classes offered, number of students enrolled, demographic information, number of students with satisfactory completion, and number of students completing multiple education CTE courses will be collected and submitted.

**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.

Monitoring will be ongoing and modifications made accordingly, to modify and adapt pacing, adjust recruiting methods, scheduling, compare demographics, and increase the number of students in teacher organizations.

If benchmarks show lack of progress towards completion of masters or certification according to the time line, individual conferences will be held, prescriptive improvement plan will be developed and closely monitored. Mentoring principal and grant contact person for the LEA will be contacted.

For sustainability, data will be used to modify program to determine what needs to be changed, added , or deleted.

**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.

In order to address the teacher shortage in rural areas, the goal of this SSA will provide opportunities for a highly qualified diverse population of students to enroll in Instructional Practices and/or Practicum in Education and Training for the school year 2018-2019. Each LEA will recruit and pre-enroll students in the spring to take the class in the fall semester. If an LEA does not already have a Education and Training Chapter in place, the LEA will start a chapter, and make plans to attend at least one competitive event. If the LEA is participating in pathway 1, the participating teacher, the principal, and the counselor/career counselor will attend a training in Austin in June and also complete the Work-Based Learning online course in the Texas Gateway. By the second year, each LEA will have established a partnership with a IHE to be able to offer at least Instructional Practices as a dual credit course taught by a teacher who holds a masters degree. LEA's will be strongly encouraged to offer the entire coherent sequence of education CTE courses as soon as possible.

In order to disseminate accurate information about the program and it's requirements, all participating LEA's will be required to send representatives, (counselors, teachers, principals, and/or superintendents) to a one day (or half day) meeting on grant requirements, expectations and implementation. This meeting will be conducted by ESC 14 staff. At that meeting sample MOU's will be distributed and LEA's will customize their MOU and also require participants to remain at the LEA for a set amount of time. LEA's will then return the MOU to the ESC.

A goal of this SSA is to increase then number of students participating in education CTE classes in LEA's that already have them in place, and add education CTE course in LEA's that have not offered them previously. During the spring 2018 semester, LEA's will recruit and pre-enroll students and select teacher (s) for the education CTE classes. Scheduling for classes and students will be done in response to students pre-enrollment numbers.

Education CTE teachers will attend the required training in Austin in June and complete the required on-line Workforce Board Training. LEA's will insure the education CTE classes offered will be available to diverse student populations in their master schedule for fall 2018 and spring 2019.



**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 (INCLUDING EPP)	273,460
2. FEES (STATE, TESTING, CERTIFICATION)	20,897
3. TEA REQUIRED TRAVEL	21,000
4. GENERAL SUPPLIES (TEXTBOOKS, ETC)	28,000
5. CTSO PROGRAM (12 HIGHSCHOOLS X 3,000)	36,000
6. INDIRECT COST (4.519%)	17,143
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25.	
Total grant award requested	396,500

**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.

7 teachers will participate and receive the stipend

**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.

- Each LEA will identify a process for identifying teacher participants according to local criteria which must include a proven record of strong evaluations of proficient or above, involvement in student organizations and recommendations of supervisors and or peers and a proven record of high student academic achievement. Participants will also attend a training in June as well as complete the Work-Based Learning online training on the Texas Gateway.
- The LEA's recruitment strategy will address recruitment of teachers with experience in hard to staff areas, and experience, proficiency, and field experience of the teachers. Attempts will be made to recruit a diversity of teacher interns which reflect the LEA's student population.
- As a condition of receiving the stipend, each teacher must commit to remain in the LEA for an agreed upon length of time as specified in each districts MOU.

**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.

- Each LEA will develop a partnership with a dual credit partner through which students can earn and transfer dual credits. Most LEA's currently have such partnerships in place and can expand those to include to include the CTE courses required by this grant.
- By fall of 2018-2019 each LEA will offer The CTE courses, Instructional Practices and, Practicum in Education and Training, taught by a certified teacher.
- By fall of 2019-2020 each LEA will offer The CTE courses, Instructional Practices and, Practicum in Education and Training, as dual credit, taught by a certified teacher who has a master's degree.

**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.

- Each LEA will attempt to recruit a diverse number of students representative of the student population. Student participants should represent the top 75% performance quartile, have shown an interest in education, and have shown aptitude towards education on a vocational interest test.
- Each LEA will seek to recruit, support, and retain high school students as possible future educators by encouraging students to teach each other and develop strong community skills, through the use of collaboration, group work, and student lead learning.
- Each LEA will seek ways to increase student interest in the field of education by portraying a positive image of the education profession and inspiring students to teach each other.
- Special effort shall be made to recruit potential first generation college students who have the ability to become educators.
- Recruitment shall also consider consideration of students who are involved in PALS, other mentoring programs, serve as volunteer tutors, or teaching aides.



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.

26 teachers will participate and receive the stipend

**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.

- Each LEA will identify a process for identifying teacher participants according to local criteria which must include a proven record of strong evaluations of proficient or above, involvement in student organizations and recommendations of supervisors and or peers and a proven record of high student academic achievement.
- Historically rural schools such as those served by this SSA have had difficulty obtaining qualified certified teachers for all positions and extreme difficulty obtaining teachers for hard to staff areas. These rural areas also face the challenge of having a diverse population or educators.
- The LEA's recruitment strategy will address recruitment of teachers with experience in hard to staff areas, and experience, proficiency, and field experience of the teachers. Attempts will be made to recruit a diversity of teacher interns which reflect the LEA's student population.
- As a condition of receiving the stipend, each paraprofessional, instructional aide, or long term substitute must commit to remain in the LEA for an agreed upon length of time as specified in each districts MOU.

# Shared Services Arrangement Attachment

Fiscal Agent	County-District Number
Region 14 Education Service Center	221-950
<b>Member LEA</b>	
Albany ISD	209-901
Anson ISD	127-901
Clyde CISD	030-902
Comanche ISD	047-901
De Leon ISD	047-902
Eula ISD	030-906
Hamlin ISD	127-903
Haskell CISD	104-901
Ranger ISD	067-907
Rotan ISD	076-904
Rule ISD	104-903
Sweetwater ISD	177-902