



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.

701-18-106-035

RFA # SAS #

2018-2019 Grow Your Own Grant Program

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
Reduce the annual teacher turnover rate by 50%. Retain qualified teachers.	By recruiting Paraprofessionals/Long Term Substitutes to participate in the Grow Your Own Grant Program and strategically providing them with the necessary professional development in hard to staff subjects/grade levels. Employing them once they have completed the Teacher Certification Program.
Increase number of diverse teachers possessing the appropriate certifications for the grade level and subjects they teach.	Stipend for diverse population of Paraprofessionals/Long Term Substitutes to pursue their Teacher Certification. Assist those interested with enrollment process, give them the necessary time to complete paperwork and attend classes. Encourage them and provide mentors during the preparation period.
Establish an Education Pathway and encourage BISD students to pursue endorsement in Education by completing the Education Pathway.	Master's Degree Tuition Stipend a to teacher who will serve as teacher of record for the education and training courses. Use Career Cruising Interest inventory to recruit students for endorsement in Education. Nourish the desire to pursue a teaching career by participation in courses and the BISD T.A.F.E. Chapter.

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.

In an effort to grow and retain our own teachers, by August 2020, Brackett ISD will have supported, grown, and employed at least one Master's Teacher who will teach/head the Education and Training CTE Pathway with a student enrollment of at least twenty-five and have transitioned at four Paraprofessionals/Long Term Substitutes to a full time teaching assignment.

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:

April 2018-Dec. 2018 Benchmark:
 Recruitment efforts of Master Teacher and Paraprofessionals/Long Term substitutes should be complete by May 2018 and enrollment in continued education and Teacher Certification Program. BISD Student Course Catalog will display Principles of Education and Instructional Practices as courses offered in the Fall 2018 with student enrollment in both courses. Equip classroom for Education Courses. Establishment of T.A.F.E. student organization. Articulate Instructional Practices with Southwest Texas Junior College. Continue w/ Career Cruising Interest Inventories to evaluate student interest in the Education and Training Career Cluster. Principal, CTE Teacher and Counselor should have attended the required TEA led Teacher Institute. Host College and Career Extravaganza and ensure Education and Training is represented.

Measurable Progress (Cont.)**Second-Quarter Benchmark:****January 2019-Sept. 2019 Benchmark:**

Teacher to have completed at least 8 hours in Education Coursework towards Master's Degree. Paraprofessionals/Long Term Substitutes completed and passed their Teacher Certification/Exams and return as classroom teachers in August 2019. Continue to offer Education and Training Career Cluster courses with students enrollment in each course of at least twelve students. Articulation of courses continues with S.W.T.J.C. T.A.F.E. organization students continue to meet monthly, prepare and participate in at least one event. Continue with Career Cruising student inventories. CTE Department Head meeting to evaluate the effectiveness of the Education and Training Career Cluster, student interest, participation, materials and collaboration needed, etc.

Third-Quarter Benchmark:**October 2019-May 2020 Benchmark:**

Teacher to have completed her Master's Degree with 16 hours in Education Coursework. Agreement with Southwest Texas Junior College for Fall 2020 Dual Credit Education Course secured. Announcement of Dual Credit Education course in BISD student course catalog. Continued enrollment of students in Education and Training Career Cluster and participation in T.A.F.E.. Final transition of Paraprofessionals/Long Term Substitutes into a Full Time Teaching position for the 2020-2021 School Year. Plan for appropriate professional development, mentoring, and support for the teachers.

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 following data will be collected/or reviewed twice per semester to ensure that our Grow Your Own Program is progressing and evolving into our long term solution:

- Documentation of Enrollment in Master's Degree Program/Coursework - number and demographics
- Documentation of Enrollment in Teacher Certification Program - number and demographics
- Updated Student Course Catalogs
- Articulation/Dual Credit Partnership with Southwest Texas Junior College
- PEIMS CTE Report of student enrollment in Education Courses to gather number and demographics of students participating in the program
- PEIMS CTE Code Report to gather number of students completing the Education and Training sequence of courses
- Fees, dues, and proof of participation in T.A.F.E. Chapter Meetings and Events - collect number of students participating
- All items for classroom inventoried and established in classroom
- Career Cruising Reports for evaluation of student interest
- Student and Parent Evaluation of Program

Administration will meet with individuals involved in the implementation of Grow Your Own in Late May 2018 to review grant expectations, requirements, and project evaluation data that will be discussed throughout the school year.

If SMART Goal/Benchmarks are not showing progress, administration will revisit each data component to identify any barriers. Once the barrier is identified, a plan of action will be determined and implemented for the sustainability of our Grow Your Own Program.

Ex: Career Cruising Data is not showing student interested in Education Plan: bring in guest speakers about Careers in Education, visit with students and parents, take career field trips, etc.

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.

Brackett ISD has already polled and surveyed students to determine interest in the Education and Training Career Cluster. A meeting with interested students was held and graduation plan meetings are currently being scheduled with students and parents.

Beginning with the Fall of 2018, BISD will offer Principles of Education and Training to 8th, 9th, and 10th graders. 11th and 12th graders will have the opportunity to take Instructional Practices. Depending on schedules, some 10th and 11th graders might have the option to take both the Principles of Education and Instructional Practices in one year. As the years progress, students will have the opportunity to take courses in the following order to meet pre-requisites:

Principles of Education - a teacher has already been assigned for the Fall 2018

Human Growth and Development - CTE certified teacher will be teaching this course in the Spring 2019 and will be articulated through Southwest Texas Junior College

Instructional Practices - CTE certified teacher will be teaching this course in the Fall of 2018 and will be articulated through Southwest Texas Junior College

Practicum in Education and Training - Will be dual with Southwest Texas Junior College and our Masters Teacher will be teaching it in the Fall of 2020

Plans are in order to equip the Education and Training Career Cluster Course Classroom with the necessary instructional materials to maximize the students' educational hands on opportunities.

Teacher selection for the course offerings was determined by teacher experience, qualifications, certifications, and interested in the Education and Training Career Cluster. CTE teacher meetings will take place to offer support, mentoring, discussion of effectiveness of program, professional development, etc. throughout the school years.

BHS will establish a Texas Association of Future Educators (TAFE) chapter. Implementing a TAFE chapter, at the high school, will build a sense of camaraderie between the student members, while gaining experience in the education field. Students who become members of the BHS TAFE chapter will also develop leadership characteristics and make new connections and friendships with other future educators. They will be given the opportunity to attend a variety of workshops and conferences, such as the TAFE Summer Leadership Workshop, the Region Conference, the Teach Tomorrow Summit, and the National EdRising Conference. The knowledge and training learned from such conferences will not only benefit individual members but BISD, as well. The students will use the skills learned at the conferences to tutor younger children within the school district. These same students will participate in BHS's College and Career Extravaganza, representing the education field. The BHS TAFE chapter will also organize service projects to connect with the community by addressing the needs of others. In addition, they will serve teachers in the district through hospitality and teacher appreciation activities. In order to obtain money to attend conferences and help with service activities, students will have to work together, with their peers, to raise funds to support these activities and services, which will build a sense of team unity and bonding. Furthermore, students in the education and training pathway at BHS, will be given opportunities for hands-on training in the classroom; they will be able to observe teachers and assist in the classroom.

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 1 times \$13,000 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 4 times \$5,500 22,000

Total of above two lines 35,000

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 1 times \$3,000 3,000

Funding Request

Pathway 1 13,000

Pathway 2 22,000

Pathway 3

Education and training courses 3,000

Total grant funds requested 38,000

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 Teacher Tuition for 1	10,000
2. Teacher Certification Program Stipend for 4	20,000
3.	
4. Lodging, Travel and Meals for Teacher, Principal, and Counselor for TEA Teacher Institute	2,500
5. Competition fees, travel, lodging, field trips for T.A.F.E.	1,000
6.	
7. Items for classroom: Video Recording Technology, Computer, Printer, Laminator	2,000
8.	
9. Administrative Costs	2,500
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Total grant award requested	38,000

**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.

1

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.

Announcement will be posted and administrators will form a selection committee to select Teacher Candidates. Interested individuals will need to fill out an application that contains the following criteria and/or indicators:

Be an employee of Brackett ISD, 3 year minimum classroom experience, have demonstrated 80% or better student achievement on STAAR/EOC, received at least proficient on teacher evaluations, involved in different campus committees and student organizations, CTE Certified, experience in early childhood education, and known for motivating students to excel.

Teacher Candidate must also:

Be a strong/proficient English Language Arts teacher who connects well with English Language Learners and can help all students including our minority students develop an interest for the Education and Training Career Cluster and remain committed to eventually obtain a teacher certification and return to Brackett ISD. English Language Arts/Reading Teacher positions are hard to fill.

Teacher Candidate must sign a Memorandum of Understanding that commits him/her to:

Complete a Master's Degree within 2 years with at least 18 hours in Education Courses, meet all grant requirements, earn at least 24 credits in CTE Professional Development, and teach at Brackett ISD for a minimum of 4 years once Master's Degree is acquired.

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.

A teacher with a master's degree and appropriate graduate coursework may teach a dual credit course as an adjunct instructor. BISD currently participates in partnership Southwest Texas Junior College (SWTJC) through which BISD teachers are adjunct instructors. Students enrolled in the dual credit courses that fall under these agreements can earn both college and high school credit at no cost to the student. College officials review potential adjunct instructor's transcripts to determine college courses the instructor is qualified to teach based on graduate level coursework. After college courses are determined, the instructor must participate in a teaching demonstration in front of the department chair of the subject they will be teaching. Next the instructor will attend mandatory training for adjunct instructors required by the postsecondary institution. This process will take place during the Summer of 2020 in preparation for Dual Credit in the Fall of 2020. The instructor is required to follow the college level curriculum, standards and guidelines. Transferring of dual credits is easy as those courses will show up on their college transcript. It is matter of transcript exchanges between colleges for those to transfer from one college to another.

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.

The stakeholders at Brackett High School understand the vital role that educators have in the United States. We also realize that there is a decrease in college bound students pursuing a degree in education; therefore, we would like to be a part of the initiative to motivate students to pursue a degree in the education field. Brackett High School will not only implement a variety of strategies to recruit students into the education and training pathway but will also motivate students to stay in the program throughout its duration.

The description of types of students that should be targeted for recruitment are as vast as the personalities within the school. When one looks at the educators that make up a school, they are usually an eclectic mix of people with varying strengths and bents. For instance, English teachers love literature and are editors and writers. Math teachers are analytical and logical. Art teachers are creative. History teachers appreciate and learn from the past. Science teachers inspire students to seek answers. Band teachers are musical. Coaches motivate and train. Principals maintain order and discipline, and counselors are compassionate and caring. Educators are male and female, young and old, and a variety of ethnicities. In the same way, teenage students are an eclectic mix, as well. Many have several of the aforementioned characteristics and typically fall into one or a few of the categories. Therefore, all students should initially be targeted for recruitment because they are as diverse as the educators who teach them, and exposure to the instructional requirements of the education pathway could spark an interest in students that they didn't even know existed.

There are several ways that BHS will recruit students into the program. First of all, flyers will be distributed throughout the school and announcements will be made on the intercom and on Eye Tiger News explaining that BHS could possibly be offering a new career pathway in education and training. After advertising the

education pathway, a student interest inventory will be sent to every student from 6th to 11th grade. The administrators and counselor will study the results to see how many students are interested. The students who show an interest will assemble in the auditorium, so the administrators, teachers, and counselor can explain the new pathway and answer any questions the students might have. Then the final interest survey will be sent to the interested students to solidify whether or not they want to be a part of the education and training pathway. Once students agree that they want to pursue this pathway, a meeting will be scheduled with the parents to discuss the particulars of the education and training pathway.

In order for the recruited students to be excited and remain motivated to stay in the education and training pathway, several strategies will be executed. First of all, BHS will establish a Texas Association of Future Educators (TAFE) Chapter. Implementing a TAFE chapter will build a sense of camaraderie between the student members, while gaining experience in the education field. Students will participate in TAFE events, go on field trips, experience hands on what teaching is like, and be able to observe teachers. When students see the positive difference they are making in the education system, while in high school, it will motivate them to persevere their goals within the education field. If the education and training pathway is implemented at Brackett High School, the high school students in the pathway are not the only ones who will benefit. Implementing this pathway at BHS will cause a trickle-down effect that will affect everyone that it touches....from students (young and old), to teachers, to administrators, to community members and beyond. When one student becomes a teacher, he/she is given the chance to positively change hundreds to thousands of lives. It will be exciting for BHS to help bring out this type of change in the world.

**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.

4

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.

Brackett ISD will make the announcement and begin the recruitment process. Administration will form a committee for the selection of high potential paraprofessionals, instructional aides, or long term substitutes to pursue their teacher certification. Interested individuals will fill out an application that contains the following criteria and/or indicators:

Possess a Bachelor's Degree, have at least 2 year of experience as teacher assistant, substitute, or paraprofessional, have received met expectations PAKS evaluations, have experience working in the regular education and special education classrooms, have participated in at least two community events within a school year, knowledge of the community, developed a good rapport with colleagues, students, and parents, willing to teach in hard to staff area, have met required professional development for Paraprofessionals/Long Term Substitutes as indicated in the Brackett ISD Professional Development Handbook and documented in Eduphoria.

Minority Teacher Candidates meeting the above criteria will be given priority in an effort to increase the number of diverse teachers to student population.

Teacher Candidates must also sign a Memorandum of Understanding that commits him/her to:

Complete the Teacher Certification within one year, complete the Region 20 Classroom Management Professional Development Series, meet all grant requirements, earn at least 9 credits per year in academic professional development, and teach at Brackett ISD for a minimum of three years.