



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

Texas Education Agency

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:

Document Control Center, Grants Administration Division
 Texas Education Agency
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 Austin, TX 78701-1494

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 **Harmony School of Excellence** CDN or Vendor ID **101-858** ESC # **04** Campus # [] DUNS # **085187438**

Address **3203 N Sam Houston Pkwy W** City **Houston** ZIP **77038** Phone **713-343-3333**

Primary Contact **Jose Munoz** Email **jmunoz@harmonytx.org**

Secondary Contact **Azem Cure** Email **acure@harmonytx.org**

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 **Fatih Ay, CEO** Signature  Date **03/05/2018**

Grant Writer Name **Mark Namver** Signature  Date **03/05/2018**

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

701-18-106-037

RFA # **701-18-106** SAS # **277-18**

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
78% Harmony School of Excellence (HSE)'s teachers are certified as opposed to 89% state average.	All of our students in our program will be on track to earn teacher certification before graduating from college. We will utilize our existing relationships with colleges of education and alternative certification programs to enable program participants to get certified.
HSE's teacher turnover rate is 29.1% as opposed to 16.4% state average.	The participants in our program will be required to teach 10 hours per week under our mentor teachers' guidance. That will instill guided love of teaching in our participants and instill Harmony culture early on.
Percentage of Harmony alumni going into education field is less than 1%. Texas average is 4%.	We will create awareness among our high school students about teaching jobs and Grow Your Own opportunity. One of the motivating factors for student's career goals is scholarships. We will make sure that our tuition assistance is well communicated with our graduating seniors and alumni thru our Alumni Office.

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.

Our overall goal is to increase number of our graduates that are going into teaching by providing them with 1) financial incentives while they are in college, 2) quality teacher training and mentoring, and 3) actual teaching opportunities under the guidance of mentor teachers.

A) Five of our alumni will graduate from our Grow Your Own program and will be on track to become full-time teachers upon college graduation.

B) Participants in the program will complete a total of 20 hours of professional development per school year through online webinars, web modules, in-person training, and district provided professional development.

C) Participants will complete a minimum of 10 hours of actual teaching per week.

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:

District staff will disseminate the program among high school students and graduates. Five participants will be selected and employed by HSE as paraprofessionals/instructional aides/long-term substitute teachers. They will receive stipends to complete their bachelor's degree and/or teacher certification.

The principals of participating schools will assign mentor teachers to each participant. The district will provide financial and non-financial incentives for teachers to take on this role.

The district will launch TAFE chapters in participating high schools. District staff will collaborate with nearby school districts who have TAFE chapters and the state TAFE organization to identify best practices.

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

Mentor teachers will provide 5 hours per week of mentoring support to participants. To support participants the principals will work with participants to adjust their mentoring and teaching hours not to coincide with their college course schedule. Principals will meet with Director of Teacher Certification to review students' progress in second quarter and make sure that proper training and professional development are provided in timely manner to prepare students for certification exams. HR Director will coordinate individual mentoring support to participants who are not on track. District will organize an open house in each participating school to increase marketing efforts to promote TAFE chapter by involving and holding participating principals and teachers accountable.

Third-Quarter Benchmark:

District staff will complete the TEA bi-annual survey.
 District will organize an open house in each participating school to increase marketing efforts to promote TAFE chapters.
 District staff will provide resume/job interview seminars for participants to help them prepare for future employment opportunities.
 District HR Director will collaborate with other Harmony districts to promote participants for job interviews.

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.

Ongoing monitoring will be at the core of our implementation plan. District staff will periodically check progress during the implementation. At each quarter we will use quantitative data to evaluate program progress. Grow Your Own (GYO) program manager and participating principals will oversee the program. GYO manager will be responsible for providing and training to all program participants. If benchmarks do not show progress, the district will use quantitative data, such as percentage of students who successfully complete college coursework at defined intervals, to make adjustment to the program. We will also use qualitative data, including principal and educator surveys, to adjust delivery of professional development training.

GYO program manager will have quarterly meetings with principals of participating high schools to review the performance metrics. Principals will have monthly meetings with participants and mentor teachers to go over the interim program outcomes and make necessary adjustments.

Evaluation metrics to be used in ongoing monitoring and overall evaluation of the program will include the following: number of participants selected for the program, recruitment and selection of mentor teachers, successful launch of TAFE chapters, percentage of participants on track to complete program by the end of grant implementation, percentage of participants on track to complete certification requirements by end of grant period, percentage of participants in TAFE chapters, percentage completion of TEA bi-annual survey, number and type of teaching certificates awarded, and number of participants promoted to full-time teaching roles.

Some evaluation activities will include:

- Site visits (total visits), review of quantitative and qualitative data, conduct focus groups with participants, mentor teachers, and principals.
- Review of grant-related expenditure.
- Quarterly reports submitted to HPS leadership team and based on data gathered and reviewed.

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.

HSE is a charter LEA and part of Harmony Public Schools (HPS) system. Our 4,945 students are diverse; 42.8% Hispanic, 18% African American, 23.6% white, 13.4% Asian, 0.2% American Indian, 0% Pacific Islander, 2.6% Two or More Races. 64.2% of our students are economically disadvantaged.

Harmony has a 16 year track record of consistently supporting all students, regardless of race or income level, in achieving outstanding academic results. Beginning with the launch of its first STEM-focused school in Houston in 2000, Harmony has transformed the way Texas students, especially educationally disadvantaged populations, engage with math and science. As a result of their performance, Harmony schools have earned numerous national recognitions: U.S. News & World Report's "Best High Schools in the Nation" list, The Washington Post's "Most Challenging High Schools" list, and Newsweek's "America's Best High Schools" list.

Percentage of college and career ready graduates of the HSE district is 85.8% as opposed to 74.2% Region 4 average (2016-17 Texas Academic Performance Report). The proposed GYO program will tie into HSE's college and career readiness program metrics. The high school counselors will use GYO as a tool to guide prospective participants into teaching. In addition, our alumni coordinators will assist the district for recruitment.

Our goal is to guide every HSE student in preparing for and achieving his or her postsecondary goals and aspirations. Our college counselors provide individualized support for each student in the five areas of college and career readiness: personal readiness, academic readiness, career readiness, college admissions, and financial aid and scholarships. At HSE, all students are expected to: receive a college-readiness label with an eligible test score by the end of junior year (TSI, SAT, New SAT, ACT), complete the 4x4 graduation plan, and receive acceptance to a four-year college or university.

IMPLEMENTATION OF THE EDUCATION AND TRAINING COURSES: We will identify and select qualified high school teachers to teach Instructional Practices and/or Practicum in Education and Training courses at our participating high schools.

Our Instructional Practices course content will be in accordance with Chapter 130 TEKS for Career and Technical Education requirements. The course will be delivered in a traditional classroom setting. Our high school principals will collaborate with our operations and academics departments to incorporate course as part of regular schedule.

Each high school will assign one teacher to deliver Instructional Practices course. Program participants will audit the Instructional Practices course and assist teachers. Allowed activities will be limited to providing instructional support in a small group setting and/or providing academic tutoring to students.

Practicum in Education and Training course will cover applicable TEKS objectives but also provide supplemental support.

Overall mentor teachers will track participants progress and collaborate with GYO manager to make sure that all students are on track to complete their undergraduate degree within the allotted time. Mentor teachers will also support certification-seeking participants (i.e. preparing and registering for appropriate subject area exams).

IMPLEMENTATION OF TAFE CHAPTERS: Each high school principal will establish TAFE at their campus. We will collaborate with nearby school districts who have established TAFE chapters to identify best practices to incorporate them in our chapters. Each high school will participate in at least one competitive event per academic school year. HSE will use grant funds to cover TAFE teacher and student membership fees and to event/conference participation costs.

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. Stipends to participants	25,000
2. Travel	5,000
3. Salaries of program staff	14,000
4. Supplies	3,000
5. Membership and conference registration fees	3,000
6. Contracts for professional development	5,000
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Total grant award requested 55,000

**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.

5 (Five)

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.

Harmony School of Excellence's Grow Your Own (GYO) program is comprehensive and tied to its college & career readiness program outcomes.

Harmony Grown Your Own Teacher (GYO) is a selective and innovative program designed to develop Harmony Public Schools (HPS) graduates into highly-effective teachers. While participants complete their undergraduate studies they work at Harmony campuses as paraprofessionals, instructional aides, and/or long-term substitutes. GYO participants receive professional development, mentoring, and networking opportunities as they complete their requirements for teacher certification. Upon completion of their degree, participants return to Harmony as qualified teachers to deliver high quality instruction to HPS students for at least two years.

Benefits to participants include:

Financial support: Participants are eligible for financial assistance to pay for tuition and fees. In addition, participants may work up to 19 hours each week earning additional income.

Career flexibility and opportunities: Participants can pursue any major of their choice. However we place special emphasis on hard-to-staff areas.

Professional development: Participants will receive high quality professional development programs available to Harmony teachers. Participants will receive one-on-one mentoring from experienced teachers and administrators. GYO members will also receive resume and job interview coaching.

Identification: Harmony GYO is open to HPS high school seniors who have attended HPS both his/her junior and senior year of high school and has maintained a 3.0 grade point average as well as Harmony graduates completing an bachelor's degree at an accredited college or university, has maintained a 3.0 grade point average, and previously completed both his junior and senior years of high school at an HPS

campus.

Our GYO is a highly selective program. Current and former participants attend prestigious universities. Application requirements are rigorous and include the following: class rank, strong GPA, rigorous coursework, extracurricular involvement, work experience, and leadership roles, deep desire to give back to community through education, willingness to learn and work hard, communication skills, recommendation letters, application essay, application completeness - all information to be submitted in a timely and correct manner. Applications are made to the Harmony central office Alumni Department. A committee comprised of teachers, counselors, and principals review the applications. Awards are made on merit basis.

Hard-to-staff areas and the diversity of our teachers: Science and math are one of the hard-to-staff teaching areas. A recent research study reports that 58% of Harmony graduates are majored in a science, technology, engineering, and math (STEM) field as opposed to 27% Texas and 25% national averages (Sahin, A., Ekmekci, A., & Waxman, H. C. (2017). The relationships among high school STEM learning experiences, expectations, and mathematics and science efficacy and the likelihood of majoring in STEM in college. *International Journal of Science Education*, 39(11), 1549-1572). Since the GYO program participants will be selected from Harmony graduates, the likelihood of participants' choice of teaching in a STEM area is quite high. Moreover, we will place additional emphasis on guiding program participants into hard-to-staff areas.

HSE students are diverse; 60.8% of our students are minorities. Naturally our graduates will mirror similar demographics yielding a diverse corps of teachers. Currently 70% of our Harmony GYO interns are minorities.

MOU conditions: Our MOU stipulates that the candidates will commit to at least two years of teaching upon program graduation. If participants do not complete two years of teaching service to an HPS campus, they will be responsible for repaying entire assistance that was received. If participants complete only one year, they will be responsible for paying 50% of the assistance that was received.