



# 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.

701-18-106-045

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
Reading	The first priority need established by the District Improvement Team was in the area of Reading. Reading is a life skill critical to the success of all. Through the Instructional Practices and Practicum in Education and Training courses, students will learn how to teach and motivate students to read, especially at Elementary.
Writing	The second priority need established by the DIT was in the area of Writing. Writing is also a life skill necessary for wholesome communication. Through the Education and Training courses, high school students will learn how to teach and demonstrate/model writing practices.
State Certified Teachers	Although Jacksboro was taken off the rural school list this past year, the recruitment of high quality teachers is a growing concern. The administration is highly aware of this need as teachers at all levels (Elem, MS, HS) are in our Region's top 10 workforce areas of highest need.

**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.

The goal of the Jacksboro Grow Your Own program is to provide 8% of current high school students a pathway to pursue a teaching career by obtaining dual credit in the area of Education by May 2020.  
 A strategy to achieve this goal will begin with providing the means for a current staff member to obtain a Master's Degree in Education in order to teach a dual credit Practicum of Education and Training class by the 2019-2020 school year. A second strategy is for the school to begin in the 2018-2019 school year to offer courses in the Education and Training cluster. The school will begin with offering the Instructional Practices and Practicum courses as regular courses. Students that help others and see learning take place in the eyes of younger students get hooked on teaching. By word of mouth, will the program begin to grow in order to offer additional courses in the cluster.

**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:

There are two components that must be accomplished, courses being offered and selected by students at the high school and progress towards a Master's Degree. For course selection, the high school will offer the Instructional Practices and Practicum in Education and Training for the 2018-2019 school year. The school will also establish a committee of teachers to begin writing a plan for a student recruitment program. This will also begin the process of changing the culture of current staff members speaking negatively about the profession and viewing teaching as a secondary career plan. The Master candidate will need to be admitted and registered for the 2018 Summer II courses with the partnering Institution of Higher Education (IHE), UT Arlington, by May 1, 2018. By the end of the 1st Quarter the Master candidate will need to complete two courses in the Master of Education in Curriculum and Instruction - Mathematics Education program. The high school currently has a tremendous FCCLA program that is very competitive.

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

For the Masters Degree component, by the end of the 2nd Quarter, the Master candidate will need to successfully complete three additional courses to continue progress.

For the recruitment of high school students, a plan for recruitment will be finalized. Strategies from the plan will be implemented. Mentor teachers that have volunteered to allow students in their classrooms will be encouraged to give students opportunities to plan lessons and teach. Students that are currently taking the Education courses will be asked to speak about positive experiences and will be surveyed for program improvements. Mentor teachers at participating campuses will also be surveyed for program improvements. An agreement with the partnering college for dual credit will need to begin to establish a pathway for students to receive dual credit.

**Third-Quarter Benchmark:**

The 3rd quarter will mark the 2019-2020 school year. For the Masters Degree component, by the end of the 3rd Quarter, the Master candidate will have successfully completed coursework and obtain a Masters of Education in Curriculum and Instruction - Mathematics Education.

For the recruitment of high school students, strategies from the recruitment plan will need to be monitored and adjusted for effectiveness. New mentor teachers will be selected as well as continuing with teachers from the previous year. Depending on interest, Principles of Education and Training, and Human Growth and Development will be courses offered. An agreement with our partnering IHE for dual credit will be finalized that will include the Master candidate being offered a position as an adjunct professor in order to award dual credit. Continue to make improvements to the recruitment process.

**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.

As can be seen through the planning for the Master candidate, the plans for recruitment, the course schedule that has been made in collaboration with the IHE, or the budget that has been thoroughly developed (Appendix C), all this planning is useless if you do not make yourself aware of possible issues or react in a timely manner to address unforeseen obstacles. I have learned through the Marzano High Reliability Schools Model, it is not problems that cause the rise and fall of reliable organizations, it is the timely response to the problem that is so critical. A problem that goes unnoticed or unattended can lead to system wide failure. In the Apollo 13 movie when the flight control administrator was confronted with the possibility of this being the worse disaster in NASA history, his response, "this is going to be our greatest triumph" was not given as a rebuttal. It was stated in confidence through identifying concerns, coming up with innovative solutions, and communicating with stakeholders that led to the safe return of the astronauts on board the ship.

In the quarterly goals listed above, the most important goal that the school district does not control is the successful, timely completion of the college courses. This will be an area closely monitored. A list of courses can be found for the Masters program under Appendix A. I do not anticipate our candidate not completing the Master's program. Even if the candidate does not finish as planned, a contributing component in the selection process was her character. This character trait will not allow her not to finish. Although not anticipating, courses that are not completed successfully will need to be retaken at the first available opportunity at the expense of the Master candidate. In speaking with the IHE, in some cases, they have doubled up on some courses for a variety of reasons. This may be a solution to get our candidate back on track.

The second area of monitoring is partnering with the IHE to allow dual credit for the entry level teaching course, and accepting our staff member as an adjunct professor. In our preliminary talks, this area will be greatly influenced by the number of students taking the dual credit course. The school has set a goal to recruit six students to take the dual credit course. Money drives many decisions and enrollment in a dual credit course fulfills both the need and money necessary to continue the program.

**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.

There are several components to address when implementing a new program, ideal, or course. These components include, availability, description, instructor/sponsor, and climate. People or students are interested in consistency, longevity or availability. In order to provide for the continuation or sustainability of a program, planning is extremely important. A long term plan must be developed for students to recognize that the course will be available in future years. . The courses that the school will begin to offer is the Practicum for Education and Training course for Seniors and Instructional Practices in Education and Training for Juniors. The school has selected these courses in order for positive experiences of the learning process to occur. The school would like to take a hands on approach. Students want to be active, working, and helpful. The school will encourage mentor teachers to provide planning and teaching opportunities for these students. The school believes that teachers are drawn into the profession by their ability to see a change in others as a result of their work. These real life opportunities will have upper level students telling of their experiences to Freshmen and Sophomore level students. We will begin with the end in mind, and to show that these courses will be available at the end.

Although we begin at the end, a sequence of courses that detail the pathway to the end is crucial. A positive, accurate description of the sequence of courses and the courses themselves are vital to the implementation of the program. The description provides the awareness to all stakeholders that the program exists, while also providing students with a summary of the course along with the objectives that can be achieved. The description needs to be vibrant in order to grab the attention of the reader. The school will add the Principles of Education and Human Growth Development during the 3rd Quarter or as needed for Freshmen and Sophomore level students.

The most dynamic aspect of taking a course is the program participants. The selection of the instructor is critical to the sustainability of the program. The school will select a teacher for the beginning classes that models the professionalism and ethics of education. The teacher should be firm, consistent, and above all caring. The school will also select mentor teachers that have volunteered to allow high school students to help in their classrooms. The school will not force a teacher to accept students as this could be detrimental to the positive experience that the program is needing. Mentor teacher that are willing and demonstrate high student achievement will be selected. Students are also highly important to the program. Although no student will be turned away from the program, a recruitment plan will be established that will target students that potentially could teach core subject material such as English and Math. Teacher input will be solicited to help identify students that potentially have teaching skills or students that like to tutor other students. Teachers will also be asked to identify students that are role models for our diverse populations. Although the school does not currently have a need for a bilingual program, there is a growing and high need for bilingual teachers.

There is an epidemic that exists in the culture that inhibits students from having a desire to teach. The school has researched that on the average 70,000 teachers a year were new to the profession for the last 3 decades. Last year, there were approximately only 27,000 new teachers, yet student population is increasing. There needs to be a change in the perception of teaching, and it starts with teachers. Like all jobs, people will complain about the jobs they have, but the teaching profession is franchised in every small town or large city and is many times the largest employer. This means that when negativity is expressed, it is heard everywhere. This negativity has influenced our culture and society to create a negative atmosphere. Who wants to begin that career? A committee of teachers will be formed to provide a recruitment plan. This committee will also look to provide positive publicity for teaching in order to change the climate.

As with all programs, funding is a necessity. The school appreciates the recognition of this aspect by the grant with the funding availability to implement the Education and Training courses. An aspect that has a substantial cost would be the implementation of a student organization. The school is fortunate to have a Family, Career, and Community Leaders of America (FCCLA) program that is very competitive each year. Our FCCLA chapter competes in STAR events at the State and National level each year.

**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 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 1 times \$3,000 3,000

**Funding Request**

Pathway 1 16,000

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. Stipend for Candidate for Tuition, Materials, Fees	9,750
2. Travel for Candidate, Principal, Counselor	2,790
3. Course Implementation	3,000
4. Administrative Costs	100
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Total grant award requested	15,640

**Jacksboro ISD**  
**2018-2019 Grow Your Own Grant**

**Contents of Tabs:**

Grant Application

- 2018-2019 Grow Your Own Grant Application

Appendix A

- Pathway 1: Program Attachment

Appendix B

- Course Descriptions for Master's program with IHE

Appendix C

- Email for possible IHE partner for dual credit course

Appendix D

- Draft of Memorandum of Understanding with Master's Candidate

Appendix E

- Preliminary Budget Detail

**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.

Jacksboro has one teacher that is requesting grant funding.

**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.

Jacksboro has selected a Math teacher as our candidate for the Grow Your Own grant. There are several reasons for this selection. First, our selected **candidate has a strong character**. She takes the initiative in many areas and serves on our leadership team. She is a completer. When given a task, she will see it through to the end. She will complete this program as well.

**Our candidate is interested.** She has personal goals including moving to the high school level to teach dual credit Math and now Education. Jacksboro currently has a Math teacher that teaches dual credit at the high school with over 40 years of experience. Our candidate was selected because of a plan to "replace" our current teacher when the time comes.

She is **dedicated to her students** as can be seen in her STAAR/EOC results. Our math teacher has had over 90% passing the STAAR 8<sup>th</sup> grade math test and has had 100% of her 8<sup>th</sup> grade students over the past 2 years pass the Algebra I EOC exam with over 80% at the MASTERS standard for passing. Math is a hard to staff area especially a teacher that can give dual credit.

She **models great teaching**. She utilizes the Marzano strategy of student tracking their own progress, and she has been mentioned in the Marzano's High Reliability Schools, National convention for this particular strategy.

Jacksboro ISD's Grow Your Own Memorandum of Understanding (MOU) is included as Appendix C.



**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.

Jacksboro ISD understands the complexity of this "issue" and the challenges that lay ahead. As can be understood in the Application, Jacksboro will begin this process immediately, but will not have anything finalized until the 3<sup>rd</sup> Quarter. There are many components to this endeavor. First, we must partner with an IHE that will accept the credit. I have included an email as Appendix B of correspondence with Matthew Capp, Dean of West College of Education at Midwestern State University, Wichita Falls, TX. I have highlighted his quote, "I met with our provost yesterday and it is something we could do..."

As can be seen in his email, this is a class that is out of the core areas; therefore, I do not believe that we can partner with our dual credit IHE, Weatherford College.

When partnering with an IHE, the second task will be to have the IHE recognize our candidate as an adjunct professor. Many components, but Jacksboro ISD has already started this communication!

**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.

Adding to the list above, having a course available for dual credit will largely be determined by the number of students wishing to take the course. Our goal is to have 6 students a year taking the dual credit course. This would correlate to about 8% of the senior class. In order to achieve this goal, Jacksboro ISD will need a student recruitment plan for the Education classes.

As stated in the Application, Jacksboro will set up a teacher committee to begin writing a recruitment plan. The teacher committee is being organized not only for the recruitment plan, but for teachers to remember the positive aspects of teaching that they once pursued. Like all jobs, people will complain about the jobs they have, but the teaching profession is franchised in every small town or large city and is many times the largest employer. This means that when negativity is expressed, it is heard everywhere. This negativity has influenced our culture and society to create an atmosphere of being under appreciated and overworked. Who wants to begin that career?

Jacksboro will take the hands on approach to change the culture. The reason most people get hooked to teach is "seeing" a difference in someone that you have taught or making a difference in the life of someone. Jacksboro will encourage mentor teachers to allow our high school students to actually plan and teach a lesson with the mentor teacher in order to get real experiences. There is nothing greater than real life experience. I have often heard the phrase, "you can't make it up better than it actually happens." Jacksboro believes these experiences or real life activities will provide students going through the program with valuable stories. The schools believes these experiences will filter to other students through word of mouth, which is the best marketing tool for any business.

