



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:

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 **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 **Pflugerville ISD** CDN or Vendor ID **227904** ESC # **13** Campus # [] DUNS # **069457893**
 Address **1401 W. Pecan St.** City **Pflugerville** ZIP **78660** Phone **512-594-0000**
 Primary Contact **Natasha Drumgoole** Email **natasha.drumgoole@pfsd.net**
 Secondary Contact **Rhonda McWilliams** Email **rhonda.mcwilliams@pfsd.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 **Doug Killian/Superintendent** Signature  Date **03/09/2018**

Grant Writer Name **Natasha Drumgoole** Signature  Date **03/09/2018**

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

701-18-106-043

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
Year-over-year increasing enrollment of bilingual Spanish and bilingual Vietnamese students	Target recruitment of highly qualified teachers certified in Bilingual Spanish and Bilingual Vietnamese education to address difficult to staff positions.
44% of edu. associates have college foundation: 67 w/48+ hours college credit; 29 w/associate degrees; 105 w/ bachelor's degree but no teaching cert.	Provide opportunities to develop current educational assistants, many of whom are local Pflugerville residents, into highly qualified educators who are committed to return to teach in high need, difficult-to-staff positions in Pflugerville ISD.
Teacher demographics are not reflective of student body: there is 9.2% variance in African American populations & 24.9% difference in Hispanic populations	Provide funding and educational access to current educational assistants, many of whom are local Pflugerville residents and closely represent the current student population, to develop them into highly qualified educators who can serve in high need, difficult-to-staff positions.

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.

Partner with Huston-Tillotson University, to provide up to ten current PFISD Educational Assistants the pathway to complete their Bachelor's degree by the end of the 2018-2019 or 2019-2020 school year, obtain their teacher certification, and serve as highly qualified teachers in Pflugerville ISD positions identified as difficult-to-staff as early as the 2020-2021 school year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

By May 4, 2018: Recruit, identify, screen, and select up to 10 candidates for the Huston-Tillotson 2018-19 cohort. Potential participants must...
 1) Not currently hold a teacher certificate in Texas, 2) Must have 48+ college hours (core content complete) and be able to graduate within the timeline of the grant, 3) Must be an educational assistant employed by the district and in good standing (past evaluations of acceptable or better), 4) Must not have been placed on paid or unpaid administrative leave at any time during the past two school years, 5) Must not have unexcused excessive absences and 6) Must commit to remain and teach within the district for the next two years following completion of their college program, unless the district determines for disciplinary or performance reasons, they are no longer eligible for hire.
 PfISD & Huston-Tillotson will work collaboratively to complete the registration process for selected participants.

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

By August 2018: In collaboration with Huston-Tillotson, hire instructors, including PfISD master-level instructors to teach Educational Prep Program classes. PfISD will select campus location for evening classes within PfISD.

During Fall 2018: Eligible teacher candidates begin course work through Huston-Tillotson's distance learning program housed at pre-determined PfISD location. Grade checks completed by Huston-Tillotson will ensure participant's good standing. Participants will complete test preparation for TExES embedded within fall semester instruction ahead of their Spring/Summer 2019 Core Content and Pedagogy and Professional Responsibilities (PPR) examinations.

Third-Quarter Benchmark:

By March 2019: Determine teacher candidates eligible to enter PfISD as full-time teachers and their potential placements for 2019-2020 school year. Determine continued academic plan for those continuing with course work.

By August 2019: Participant teachers will be assigned a school campus and a cooperating teacher by the Huston-Tillotson Field Education Supervisor. Three 45-minute field observations with written feedback completed.

Post third-quarter benchmark (2019-2020 school year): Teachers prepare for, complete, and pass the Bilingual Target Language Proficiency Test (BTLPT) and Bilingual Supplemental TExES. Applications for certification are completed. Teacher candidates complete required coursework and are eligible for graduation and employment within PfISD.

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.

Because the ultimate goal for the grant is successful completion of the program, including graduation and success on TExES certification exams, it is critical to ensure that evaluation of performance occurs throughout the process, rather than just utilize summative data. A cohort is possible with anywhere from 6-10 eligible candidates. Once teacher candidates are registered through the Huston-Tillotson program, there are built-in systems of monitoring and support to ensure they are prepared to meet coursework and certification requirements.

Within classwork, teacher candidates meet with an advisor regularly to ensure all required courses are completed with a grade of C or better. Adjustments for support and instruction can be provided at this time.

Financial assistance, test prep, and test prep resources for TExES exams are provided through the program. Instructors can determine areas of weakness and provide necessary support before testing. A requirement standard of 80% is set for practice exams. The Bilingual program is designed to ensure fluency in language and knowledge throughout the process, so that with additional test prep support, teacher candidates are more prepared for the Bilingual Supplemental and BTLPT.

Should a teacher candidate not have success on a TExES exam, there is also time built in for possible re-testing. The additional communication, requirements, and supports proactively address potential areas of concern and allow for feedback throughout the process.

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.

Candidates will register under the Huston-Tillotson University Educator Prep Program guidelines, completing 60 hours of coursework and 30 hours of field work. Under the guidance of Huston-Tillotson and through required six hours of test prep for the TExES exam(s) and PPR exam, teacher candidates will complete and pass their core certification requirements, making them highly qualified to teach in a general education setting. More intensive support in building language fluency, and targeted bilingual test prep will increase passing success rates on the BTLPT and Bilingual Supplemental. Coursework will occur within the 2018-2019 and 2019-2020 school years.

High school campuses within Pflugerville ISD currently participate in the Ready, Set, Teach program where the Instructional Practices course is taught at 11th grade and the Practicum in Education and Training course is taught at 12th grade. This program will continue. Students compete yearly in FCCLA Regional and State contests. Two of the four high school programs also participate in TAFE Regional and State Contests.

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 reimbursement, conference costs for participating education associates	110,000
2. Four (4) high school TAFE/FCCLA participation costs (student travel, fees, events)	12,000
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Total grant award requested	122,000

**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.

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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.

Current district data reflects approximately 44% of educational assistants working in-district have a college foundation: 67 EA's with 48+ college hours, 29 EA's with Associate degrees, and 105 EA's with Bachelor's degrees, but do not hold teaching certificates. These educational assistants would be targeted for recruitment to this program.

The district's diversity of teacher demographics does not currently align with student body demographics. Variances in teacher/student diversity ratios, as noted in 2016-2017, reflect in African Americans populations an approximate 9.2% difference and in Hispanic populations an approximate 24.9% difference. Educational Assistants working in the district are typically local residents who closely represent student populations.

Candidates would be recruited for the targeted areas of bilingual Spanish and bilingual Vietnamese teaching assignments. Educational assistants already fluent in one or both of these languages would be strongly recruited.

Candidates interested in pursuing the Grow Your Own grant program will agree to the following measures that would be outlined within a MOU upon grant award and candidate selection:

Potential participants must...

- 1) Not currently hold a teacher certificate in Texas,
- 2) Must have 48+ college hours (core content complete) and be able to graduate within the timeline of the grant,
- 3) Must be an educational assistant employed by the district and in good standing (past evaluations of acceptable or better),
- 4) Must not have been placed on paid or unpaid administrative leave at any time during the past two school years,
- 5) Must not have unexcused excessive absences and

6) Must commit to remain and teach within the district for the next two years following completion of their college program, unless the district determines for disciplinary or performance reasons, they are no longer eligible for hire.