



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

NOGA ID [REDACTED]

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

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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 **Everman ISD** CDN or Vendor ID **220904** ESC # Campus # **01** DUNS # **068384999**
 Address **608 Townley Drive** City **Everman** ZIP **76140** Phone **817-568-3500**
 Primary Contact **Cathy Sewell** Email **csewell@eisd.org**
 Secondary Contact **Mya Asberry** Email **masberry@eisd.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 **Curtis Amos/Superintendent** Signature  Date **03/01/2018**

Grant Writer Name **Cathy Sewell** Signature  Date **03/01/2018**

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

701-18-106-051

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
Recruit 10 teacher candidates to teach in hard-to-fill areas Bilingual/ESL and Special Education.	Everman ISD will "Grow Our Own" teachers (1) Recruit candidates (aides, paraprofessionals, substitutes) working in Bilingual/ESL or SPED; (2) Conduct an audit of college courses and degrees;
Select 10 teacher candidates to mirror the student demographic of 57% Hispanic, 36% African American, and 7% White.	Increase the diversity of the teacher workforce to better match the EISD student demographics. (1) Develop recruitment plan of diverse candidates; (2) Work with candidates to meet enrollment requirements; (3) enroll students in bachelor's and certification program; (3) Provide tuition and fees for candidates.
Employ 10 teacher candidates in Title I schools as teachers of Bilingual/ESL or Special Education for at least three years.	Candidates complete a teaching credential with a specialization in ESL or Special Education & commit to teach in EISD for three years after graduation. 1) Provide TExES teacher preparation to prepare the candidate to meet standards on credentialing exam; (2) Provide certification exam fees for teacher candidates.

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.

By the end of the two year teacher preparation program , 100% of the teacher candidates will graduate with a Bachelor of Science in Elementary Education Early Childhood-6th Grade and teacher certification and return to the district to serve as a Bilingual/ESL or Special Education teacher for at least three years.

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:

Benchmark: Recruitment process completed and 8 aides and paras identified for the teacher preparation program by May 2018.
 Benchmark: Texas Wesleyan staff complete course/degree audit by May 2018.
 Benchmark: Texas Wesleyan staff meet with teacher candidates and complete enrollment requirements May 2018.
 Benchmark: Bachelor's program and teacher certification candidates receive stipend and enroll in classes May 2018.
 Benchmark: EISD teacher assigned as mentor to each teacher candidate and becomes member of TAFE.
 Benchmark: Enrolled teacher candidates successfully complete 12 credit hours toward Bachelor of Science in Elementary Education Early Childhood-6th Grade by August 2018.

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

Benchmark: EISD teacher mentors meet with teacher candidates on a weekly basis.

Benchmark: Texas Wesleyan faculty complete 3 site visits with each teacher candidate by June 2019.

Benchmark : Enrolled bachelor's program candidates successfully complete a total of 18 credit hours toward a Bachelor of Science in Elementary Education Early Childhood-6th Grade by May 2018.

Benchmark: Texas Wesleyan bachelor's and teacher certification program candidates pay tuition/fees paid for 9 credit hours by May 2019 (for summer classes).

Third-Quarter Benchmark:

Benchmark: EISD teacher mentors meet with teacher candidates on a weekly basis.

Benchmark: Texas Wesleyan faculty complete 3 site visits with each teacher candidate by June 2020.

Benchmark : Enrolled bachelor's program candidates successfully complete a Bachelor of Science in Elementary Education Early Childhood-6th Grade by May 2020.

Benchmark: Teacher candidates review process and take practice exams for the Texas Examinations of Educator Standards (TExES) and Professional Practices and Responsibilities (PPR) exams by March 2020.

Benchmark: Teacher candidates pass the Texas Examinations of Educator Standards (TExES) and Professional Practices and Responsibilities (PPR) and the Bilingual/ESL Supplemental or Special Education Supplemental exams by May 2020.

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.

Under the direction of the Everman ISD Chief of Secondary Curriculum and Instruction, the Strategic Planning Team of university and district educators drafted a Grow Your Own grant plan. The design plan outlines SMART goals, objectives, benchmarks, activities, and performance outcomes for each semester of the project. Also, a grant timeline was created to specify the date the activities will be initiated and expected date of completion for each benchmark and performance outcome. The district administrator will guide the Strategic Planning Team in utilizing established Site Based Decision Making (SBDM) processes to monitor the implementation of the project. The team will use the timeline to collect and analyze student and project level data at the end of each semester.

Adjustments to the Plan: Problems and challenges are inevitable when implementing a grant program, no matter how well a program is planned. The Strategic Planning Team will collect data on project implementation and teacher candidate progress in coursework. In addition, feedback from project stakeholders will be collected using university course evaluations and Texas Education Agency surveys. The team will meet at the end of each semester. If necessary, grant activities and associated benchmarks will be revised to meet project performance outcomes by the end of the grant period. The team will also complete and submit a bi-annual data collection template to TEA.

Communication: Implementation is a process, not an event. Communication is the key to success. The Strategic Planning Team will serve as a conduit of communication between the teacher candidates, district, and university. A written agenda for each meeting will be developed and the group will maintain official minutes that include progress toward meeting the SMART goal and semester benchmarks. Formative evaluation reports including bi-annual data sent to TEA will be created at the end of the first semester (fall 2018) and presented to the Everman ISD Superintendent and the District Improvement Committee. Summative evaluation reports will be created at the end of each school year and presented by the Superintendent to the Board of Trustees. Board reports will be published on the district website. Continuous communication with the school and community will empower all stakeholders to review project progress and achievements and recommend changes to meet targeted performance outcomes.

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.

Everman Collegiate High School is a joint program of the Everman Independent School District, Tarrant County College, and Texas Wesleyan University. Students have the opportunity to complete the requirements for a high school diploma and at the same time earn college credits that lead to early completion of an associate or bachelor's degree. The early college high school is designed to allow students to complete all high school requirements while taking courses toward the postsecondary degree program. Student tuition and textbook costs are waived.

The education pathway begins in the Everman Joe C Bean High School and Everman Collegiate High School in 9th grade as students take Principles of Education and Training which is designed to introduce learners to the various careers available within the Education and Training Career Cluster. In the class, students analyze their own interests and review educational and career information to investigate various careers within the Education and Training Career Cluster. Students interested in continuing the education pathway take Career and Technical Education (CTE) courses during 10th grade including Family and Community Services and Child Development and Lifetime Nutrition and Wellness. By 11th grade, the students join the Everman chapter of Texas Association of Future Educators (TAFE) and enter the Everman Collegiate High School to complete the 43 hours of General Education Core Curriculum courses required for all bachelor degree programs in Texas. In 12th grade, students enroll in Practicum 1 Education and Training course to take EDUC 1301 and EDUC 2301 which include classroom observations and instructional field trips.

Teacher candidates selected for the Grow Your Own (GYO) program will be "core complete" which means they have completed the General Education Core Curriculum courses and are ready to pursue the Bachelor of Science in Elementary Education Early Childhood-6th. A minimum of 124 hours is required for the degree. To be eligible for the GYO scholarship, teacher candidates will sign a contract with the district agreeing to complete the program and teach in a Title I campus of the district for three years after graduation. Texas Wesleyan University education courses will be taught face-to-face on the Everman ISD early college high school campus. Everman Collegiate High School teachers qualified to instruct in college credit courses as an adjunct for Texas Wesleyan University will teach the courses. This will enable teacher candidates who are working in the district as paras, aides or substitutes to earn college credit at their place of work. It will also allow the district to enroll high school students who are not in the project to take dual credit courses in the education pathway. In addition, teacher candidates will become members of TAFE. In this way, establishing the Grow Your Own program in Everman ISD will bring attention to the education pathway, build the future educator association, and inspire EISD community members and high school students to enroll in the career field in the future.

All GYO teacher candidates will begin taking courses in June of 2018. The candidates will take 6 credit hours in both summer sessions and 12 hours in each fall and spring session. The education courses to fulfill degree requirements include:

- Summer 2018 - EDU 2100 Introduction to Education (equivalent to EDUC 1301 Introduction to Teaching Profession), EDU 3308 Teaching the Exceptional Child (equivalent to EDUC 2301 Introduction to Special Populations), EDU 2208 Fine Arts for Elementary Teachers, and EDU 3338 Computers as a Classroom Tool;
- Fall 2018 - EDU 3431 Instruction, Assessment & Management, MATH 1305 Math for Elementary Teachers, EDU 3319 Math for Elementary School Teachers, and participate in at least one competitive TAFE event;
- Spring 2019 - EDU 3324 Language Application, EDU 4340 Environmental Processes, and RDG 3322 Children's Literature
- Summer 2019 - EDU 3320 Science for Elementary Teachers, EDU 4317 ESL Methodology, EDU 4331 Differentiation Instruction, and RDG 4401 Beginning Literacy;
- Fall 2019 - EDU 3318 Introduction to Early Childhood, RDG 4402 Intermediate Literacy, EDU 3310 Studies in Multicultural Education, and participate in at least one competitive TAFE event;
- Spring 2020 - EDU 4348 SS for Elementary School Teachers, RDG 4323 ESL Literacy, RDG 4345 Teaching Writing in Elementary Classroom;
- Summer 2020 - EDU 4608 Clinical Teaching Elementary, Texas Examinations of Educator Standards (TExES) and Professional Practices and Responsibilities (PPR) certification exams.

Students who complete the requirements for the degree and who successfully pass the required state competency examinations will fulfill simultaneously all requirements for elementary teacher certification. During the summer of 2020, the teacher candidates will also take the Bilingual Supplemental or the Special Education Supplemental exam to be qualified to teach in Bilingual/ESL or Special Education classrooms in Everman ISD.

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.	Participant tuition costs (\$10,725 x 8 candidates pursuing both bachelor's degree/certification)	85,800
2.	Participant teacher certification exam costs (\$131 plus a \$6.50 administration fee x 8 candidates)	1,100
3.	Participant Bilingual/ESL or SPED certification exam costs (\$131 plus a \$6.50 fee x 8 candidates)	1,100
4.	Instructional materials and resources for delivery instruction in Education courses(2 high schools)	1,000
5.	TAFE teacher & student memberships, event/conference participation, travel costs (2 high schools)	5,000
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Total grant award requested 94,000

**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.

Eight paraprofessionals, instructional aides and long-term substitutes will participate

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.

The Everman ISD Grow Your Own plan has established a recruitment process. Campus Improvement Plans identify providing a safe and caring environment for learners where they can meet attendance and academic goals. Under the guidance of the Chief of Secondary Curriculum, a team of administrators met to discuss the qualities instructional aides, paraprofessionals, and long-term substitutes should possess to help the elementary schools in the district meet campus goals. Based on discussions, the team identified desired attributes as bilingualism, content knowledge in language arts and math, and positive peer leadership traits. The committee researched the Annual Evaluation of Job Performance which is used each year to measure the employee's skills and knowledge in reading, writing and math. It also measures the paraprofessional's ability to apply skills and knowledge to implement classroom instruction. The committee decided to review the annual evaluations of employees recommended by their building principal to screen prospective candidates. Candidates scoring highest on the evaluation will be recruited to attend an informational meeting about the Grow Your Own project. At the meeting, the prospective candidate will be asked to complete a questionnaire to list participation in school activities, teams, and committees. The candidate will also be asked to submit recommendation forms from at least two supervisors. The search committee will rate each prospective candidate and those scoring highest on the three evaluation tools will be selected for participation in the program. **EISD recruitment processes will ensure diversity of the teacher population mirrors that of the student population.** Everman ISD serves a diverse student population including 36% African American, 57% Hispanic, and 7% White and other races. At this time 29% of teachers are African American which closely mirrors the student population. However, only 21% of teachers are Hispanic. There is a need to recruit and hire Hispanic teacher candidates. For this reason, the district will focus recruitment efforts on instructional aides, paraprofessionals, and long term subs. 82% of aide and paraprofessional positions in the district are filled by Hispanic employees. **The EISD recruitment strategy addresses pursuit of certification in hard-to-staff areas.** The majority of learners (91%) are from economically disadvantaged homes, and 74% of all students are categorized as at-risk. Finding qualified teachers to instruct in the district is difficult. Finding qualified teachers to teach in hard-to-fill areas such as Bilingual/ESL or Special Education is highly difficult. For this reason, the project will recruit elementary teachers who are working in the Bilingual, ESL, or Special Education programs. **The Everman ISD Grow Your Own plan includes a MOU.** Everman ISD has drafted a Memorandum of Understanding in which the paraprofessional, instructional aide, and/or long-term substitute commits to remain in a full-time teaching role at a Title I campus in Everman ISD for at least three years as a condition of receiving the stipend. The MOU clearly states the candidate's responsibilities and consequences if the candidate does not fulfill their responsibilities in completing coursework and state required exams to become a certified teacher.

