



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:

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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 **Greenville ISD** CDN or Vendor ID **116905** ESC # **10** Campus # [] DUNS # **159172014**
 Address **4002 Moulton Street, P.O. Box 1022** City **Greenville** ZIP **75403** Phone **903-457-2526**
 Primary Contact **Demetrus Liggins** Email **ligginsd@greenvilleisd.com**
 Secondary Contact **Sharon Boothe** Email **boothes@greenvilleisd.com**

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 **Demetrus Liggins/Supt.** Signature  Date []
 Grant Writer Name **Donna Walton** Signature [] Date []

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

701-18-106-053

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 highly-qualified teacher candidates to complete a clinical teaching assignment in Greenville ISD (5220 student) & Boles ISD (516 student).	Increase the number of teacher candidates completing TAMU Commerce field experience in GISD & BISSD. (1) Establish partnership with TAMU Commerce to provide clinical field experience in collaborating districts; (2) Identify university faculty to provide supervision of candidates; (3) Interview candidates.
Select teacher candidates to teach in hard-to-fill Bilingual/ESL and Special Education areas.	Increase the number of teacher candidates qualified to teach Bilingual/ESL and SPED. (1) Select candidates who are interested in earning bilingual/ESL or Special Education credentials; (2) Provide stipend for enrolled teacher candidates; (4) Identify mentor teacher for each candidate and enroll in FCCLA.
Employ 10 Grow Your Own teacher candidates in Bilingual/ESL and SPED in Greenville ISD and Boles ISD for at least three years.	Candidates complete a teaching credential with a specialization in ESL or Special Education. (1) Provide TExES teacher certification preparation to prepare the candidate to meet standards on credentialing exams; (2) Provide standard teacher, Bilingual/ESL, and SPED exam fees; (3) Employ 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 one year clinical teaching experience, 100% of the teacher candidates will graduate with a Bachelor of Science in Interdisciplinary Studies with a Early Childhood through Grade 6th Certification and Special Education or Bilingual/ESL Specialization and return to a collaborating 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 10 teacher candidates enter Grow Your Own program by May 2018.
- Benchmark: Texas A&M (TAMU) Commerce staff work with candidates to complete enrollment requirements Field-Based Teacher Education Program (Interview process and determination completed) by May 2018.
- Benchmark: TAMU Commerce staff work with teacher candidates to enroll in clinical field experience by May 2018.
- Benchmark: Teacher candidates receive stipend and enroll in fall seminar classes by May 2018.
- Benchmark: Teacher candidates become members of Texas Family Career, and Community Leaders of America (FCCLA).
- Benchmark: TAMU University faculty identified to supervise clinical field experience by May 2018.
- Benchmark: GISD and BISSD teachers identified to mentor each teacher candidate by May 2018.

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

- Benchmark: GISD and BISD teacher mentors meet with teacher candidates on a weekly basis.
- Benchmark: TAMU Commerce faculty complete 3 site visits with each teacher candidate by December 2018.
- Benchmark : Teacher candidates complete fall seminar classes by December 2018.
- Benchmark: Teacher candidates complete 16 of the 32 week internship commitment by December 2018.
- Benchmark: Teacher candidates participate in FCCLA events during fall semester.
- Benchmark: TAMU Commerce teacher candidates pay tuition/fees paid for spring seminar courses by December 2018.

Third-Quarter Benchmark:

- Benchmark: GISD and BISD teacher mentors meet with teacher candidates on a weekly basis.
- Benchmark: TAMU Commerce faculty complete 3 site visits with each teacher candidate by May 2019.
- Benchmark : Teacher candidates complete spring seminar classes by May 2019.
- Benchmark: Teacher candidates complete 32 week internship commitment by May 2019.
- Benchmark: Teacher candidates participate in FCCLA competition during spring semester.
- 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 June 2019.
- Benchmark: Teacher candidates pass the Texas Examinations of Educator Standards (TExES) and Professional Practices and Responsibilities (PPR) exams, and the Bilingual/ESL Supplemental or Special Education Supplemental exams by June 2019.

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 Greenville ISD Deputy Superintendent for Curriculum and Instruction, the Strategic Planning Team of university and collaborating district educators drafted a Principal Preparation 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 Deputy Superintendent 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 principal 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. When necessary, grant activities and associated benchmarks will be revised to meet project performance outcomes by the end of the grant period.

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 principal candidates, districts, 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 will be created at the end of the first semester (fall 2018) and presented to the Greenville ISD and Boles ISD Superintendents and the District Improvement Committees in each district. Summative evaluation reports will be created at the end of the school year (spring 2019) and presented by the Superintendents to each Board of Trustees. Board reports will be published on both district websites.

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.

Teachers are the most important in-school factor affecting student outcomes. CTE teachers at Greenville High School and Boles High School deliver meaningful coursework and provide opportunities for work-based learning through internships, job shadowing, mentorships, and networking with local community leaders. The education pathway begins 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/or Lifetime Nutrition and Wellness. In their junior year of high school, students in the education pathway enroll in dual credit General Education Core Curriculum courses required to meet requirements of any Texas bachelor degree leading to teacher certification. During the 11th grade, students also join the GPISD chapter of Texas Family Career, and Community Leaders of America (FCCLA) to begin participating in conferences, competitions, and events centered around the teaching profession. In their senior year, students enroll in a Practicum in Education and Training course to take dual credit education courses that include classroom observation and participation. By establishing a rigorous education pathway in participating high schools, the Grow Your Own program will be expanded in future years.

Teacher candidates selected for the Grow Your Own (GYO) program will be enrolled in the TAMU Commerce Field-Based Teacher Education Program. Candidates will complete a one-year clinical/student teaching placement in Greenville or Boles ISD. Candidates will work in the schools four hours each day under the direction of a cooperating teacher mentor. The field experience will be five days each week for 32 weeks. Student teachers begin their teaching experience with the public school calendar including faculty and staff development and holidays. Approximately eight times during the semester, student teachers will return to the university campus to attend Seminar. Seminar workshops meet the credit hours for SED 400 and SED 401 along with reinforcing pedagogical and professional development tools needed for SED 404, and ELED 452 (all-level). Workshop topics include but are not limited to classroom management, effective teaching/learning strategies, utilizing technology for an engaging classroom and to assess student achievement, meeting the needs of diverse populations, Limited English Proficient (LEP) students, and students with special needs, differentiated learning, and teaching, and legal and ethical conduct for Texas teachers.

TAMU Commerce will identify a university field supervisor to work with teacher candidates in both districts. The university field supervisor will be one-third of the Instructional Leadership Team (ILT) that includes the school district's mentor (cooperating teacher) and the student teacher candidate. Strong and frequent communication between the field supervisor, district mentor, student teacher, campus principal, and university Seminar faculty will be extremely important in providing a successful student teaching semester. The field supervisor will attend scheduled seminars, interact, and participate with their student teachers. The supervisor will also make 6 visits to each teacher candidate for observation purposes. There will be four components to the formal observation evaluations. (1) Pre-Conference: The supervisor will schedule the evaluation in advance and obtain a copy of the lesson plan; (2) Observation: The supervisor will observe the student teacher for 45 minutes, using the Observation Form to record observations; (3) Post-Conference: After the observation, the supervisor will sit down with your student teacher and discuss the experience, providing informal observation notes and feedback; (4) ILT (Instructional Leadership Team) Meeting: Once the ILT Evaluation Forms have been completed by both the supervisor and teacher candidate, the ILT will meet together to plan for the candidate's continued growth and improvement. Grow Your Own funds will be used to provide a stipend for the faculty member to travel to the districts and conduct observations.

Students who complete the requirements for the clinical field experience and who successfully pass the required state competency examinations will fulfill simultaneously all requirements for elementary teacher certification. During June of 2019, 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 Greenville ISD and Boles ISD. Grow Your Own funds will be used to pay for university tuition and fees, certification exam fees, FFCLA membership fees and travel to events, and expansion of the education pathway in Greenville High School and Boles High School.

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. Teacher candidate stipends (\$18800 per participant x 10 teacher candidates)	188,000
2. Teacher candidate certification exam costs (10 candidates)	1,500
3. Teacher candidate Bilingual/ESL or SPED certification exam costs (10 candidates)	1,500
4. IHE field supervisor positions – 6 observations of each candidate (\$300/observation)	18,000
5. Education & Training course implementation (membership, event fee, travel - \$3000/HS)	6,000
6. Mentor teacher stipend (\$1000 per teacher x 10 cooperating teachers)	10,000
7. Substitute Teachers (teachers attend observations)	1,000
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Total grant award requested 226,000

**Grow Your Own Grant
Pathway 3 Grow Your Own Program Attachment**

Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment

Program Participants: Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

10 candidates total participation – Greenville ISD and Boles ISD

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select high potential teacher candidates to participate in the program and receive the grant stipend.

- ✓ The plan must address their process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district.
- ✓ 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 teacher candidate commits to return to the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

Grow Your Own plan addresses the process for identifying participants. Texas A&M (TAMU) Commerce Field-Based Teacher Education Program has an application process that includes documented 30 Hours of Early Field Experience Observation and Online Reflection; satisfactory completion of the Basic Skills Requirements on the THEA; completion of 80 semester hours of college coursework with at least a 2.50 overall GPA; and completion of the required Interdisciplinary Core, Specialization, and Professional Development coursework with grade of "C" or better. Once the teacher candidate has met enrollment requirements, the district will select students for district interviews. The interview team will select student teachers based on three primary indicators: academic performance in education courses, desire to teach in a Bilingual/ESL or Special Education programs, and interest in teaching long-term in either Greenville ISD or Boles ISD. Top ranked interview will be placed in one of the collaborating districts.

The GYO plan includes a high quality recruitment strategy. Greenville ISD (GISD) and Boles ISD (BISD) have diverse student populations. Both schools serve a diverse student population. African American and Hispanic students make up over half of the student population in each school district. However, the vast majority of teachers (82% in GISD and 94% in BISD) are White. The school districts will work with TAMU Commerce to review applications and select a pool of students to interview who mirror the diversity of the student population. Also, the university will work with the districts to include teacher candidates who are bilingual and have expressed an interest in working with English language learners, as well as, candidates who have expressed an interest in working with special needs learners. Once the students are placed in the clinical field experience program, the university and district will work together to make placements on the campus that provide experience in working with all student populations.

The GYO includes a Memorandum of Understanding (MOU). Greenville ISD and Boles ISD have worked with the Grow Your Own program at Texas A&M to develop a Memorandum of Understanding that will serve as a contract between the school district and the teacher candidate. The document states that the student teacher will receive a Grow Your Own Scholarship for participation in the TAMU Field-Based Teacher Education Program for one year. Upon acceptance of the scholarship funds, the individual has a repayment obligation which may be satisfied by working in a Greenville ISD or Boles ISD Title I (high-needs) school for a period of 3 years, or by making a cash payment to the fiscal agent for all or a prorated part of the Scholarship. The teacher candidate will have six months to secure employment in the district to satisfy work-related repayment of this Scholarship.

IHE/EPP and LEA Partnership: Applicant must describe the quality of the partnership between the IHE/EPP and LEA.

- ✓ The plan must include a description of the quality of the IHE/EPP program.
- ✓ The plan must also include a description of the IHE program structures, including: curriculum, supervision and feedback structures, and field supervisor to teacher candidate ratio.
- ✓ The plan must also include a description of the MOU between the IHE/EPP and LEA.

High Quality Educator Preparation Program: The Texas A&M (TAMU) Commerce Field-Based Teacher Education Program is fully approved by the Texas Education Agency. Teacher candidates will complete a one-year clinical/student teaching placement in a cooperating teacher's classroom. Grow Your Own field experience will be one-half day, five days per week for 32 weeks. The acceptance of each teacher candidate will be determined by the TAMU staff based on prescribed enrollment requirements and completion of the appropriate student teaching application. The placement in a district will be determined by collaborating school district staff using the interview process.

Program Structures: Once placed in a clinical field experience internship, the university will appoint a university supervisor to provide constructive feedback on a regular basis after conducting classroom observations. Two supervisors will be paid a stipend (\$300/observation) to conduct six observations of teacher candidates during the one-year internship. Each supervisor will be responsible for working with five student teachers. Also, a master teacher in the district will be appointed by the school district to work with each student teacher. The teacher will serve as a mentor and professional model for advice and guidance on a daily basis. The campus principal will also play an active role in supervising the intern and will conduct one informal review of the candidate's teaching performance each semester. The university supervisor, mentor and principal make up the teacher candidate's Instructional Leadership Team (ILT) to provide support during the internship and during the probationary years of employment. Approximately eight times during the semester, student teachers will return to the university campus to attend Seminar. Seminar workshops meet the credit hours for three courses on the Bachelor of Science in Interdisciplinary Studies degree plan along with reinforcing pedagogical and professional development tools needed to complete the internship. Workshop topics include but are not limited to classroom management, effective teaching and learning strategies, utilizing technology for an engaging classroom and to assess student achievement, meeting the needs of diverse populations, Limited English Proficient (LEP) students, and students with special needs, differentiated learning and teaching, and legal and ethical conduct for Texas teachers. In order to successfully complete an internship, the teacher candidate must complete the student teaching for the duration of the 32 week internship. Successful completion of the internship will be graded on a pass/fail basis by members of the Instructional Leadership Team (ILT). Course requirements to be completed successfully include: attending Instructional Leadership Team meetings, completing six classroom instruction observations, submitting daily lesson plan on TK20, attending and completing workshop requirements for TAMU Seminars, and attending TAMU Student Teacher Meetings. If the decision is made that a candidate has failed to successfully complete the internship, the candidate will be dismissed from the program or will be assigned to an additional year of internship training.

MOU between the TAMU Commerce and Collaborating Districts: The Grow Your Own project will expand the established partnerships between Texas A&M Commerce and the collaborating school districts, Greenville ISD and Boles ISD. The TAMU Commerce Student Teacher Handbook, Field Supervisor Handbook, and Coordinating Teacher Handbook will serve as guides for project implementation. Strong and frequent communication between the field supervisor, district mentor, teacher candidate, campus principal, and university Seminar faculty will support a successful student teaching semester. In addition, a Memorandum of Understanding has been signed that addresses all university and district responsibilities for the Grow Your Own Clinical Field Experience Internship including application and placement processes, tuition and fee payment policies, university curriculum, supervision and feedback structures, and TAMU Commerce policies for attendance and completion. Together the education partners will *Grow Our Own* future teachers to strengthen and diversify our teaching staff and ultimately improve teaching and learning.

