



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

Texas Education Agency

NOGA ID [redacted]

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

Document Control Center, Grants Administration Division
 Texas Education Agency
 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 **Trinity Basin Preparatory** CDN or Vendor ID **057813** ESC # **10** Campus # **lc/** DUNS # **034006514**
 Address **400 S. Zang Blvd., Suite 700** City **Dallas** ZIP **75208** Phone **214-946-9100**
 Primary Contact **Brandon Duck** Email **bduck@trinitybasin.com**
 Secondary Contact **Jessika Torres** Email **jetorres@trinitybasin.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 **Randy Shaffer/CEO** Signature  Date **03/09/2018**

Grant Writer Name **Brandon Duck** Signature  Date **03/09/2018**

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

701-18-106-056

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
Retain High Quality Teachers	In the current year (2017/2018) we have implemented a new incentive compensation plan to help retain high quality teachers. The incentive places a heavy emphasis on literacy and the plan uses mostly quantifiable student academic data to determine incentive awards.
Hire High Quality Teachers	Our HR department focuses on hiring high quality teachers and this grant will help us fill 10 of our open teaching positions with experienced TBP employees who have a passion for both TBP and its students.
Hire High Quality Teachers - Transition Long-Term Non-Teachers into a Full-Time Teaching Position	We have always encouraged our existing aides and paraprofessionals to obtain their teaching certificates so they can work for us as full-time teachers. This grant will provide them with an added incentive and if it works well it might be something our board is willing to fund into the future.

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.

Pathway 2: Our goal is to have all 10 selected participants obtain either their teaching certificate (4 participants) or both their bachelor's degree and teaching certificate (6 participants) on or before the grant deadline.

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:

Pathway 2: We will require participants to provide an update to the timeline that they submitted with their application. Any changes to the timeline would need to be noted. The benchmark would be how many employees are still on track to finish by the deadline.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

Pathway 2: We will require participants to provide an update to the timeline that they submitted with their application. Any changes to the timeline would need to be noted. The benchmark would be how many employees are still on track to finish by the deadline.

Third-Quarter Benchmark:

Pathway 2: We will require participants to provide an update to the timeline that they submitted with their application. Any changes to the timeline would need to be noted. The benchmark would be how many employees are still on track to finish by the deadline.

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.

We would use the data obtained at each quarterly benchmark review to ensure participants are on track to be able teach full-time for TBP by the deadline. Any deviation from their original time-line will result in an inquiry to determine if they are at risk of missing the deadline. Anyone that is at risk will need to work with our HR Department staff to try and get back on track to ensure all 10 participants meet the require deadline (4 staff receiving teaching certificates and 6 staff receiving both a bachelor's degree and a teaching certificate).

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.

TBP Does not have any High Schools in the District so this is not applicable.

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. Pathway 2 Employee Grant - Teacher's Certificates Only	22,000
2. Pathway 2 Employee Grant - Bachelor's Degree (Tuition) and Teaching Certificate	66,000
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Total grant award requested 88,000

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.

There will be 10 participants in the program

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.

Trinity Basin Preparatory (TBP) currently has approximately 183 teachers and although our five schools are not considered rural, we have a hard time recruiting and retaining teachers to work in the areas where we serve (low income zip codes).

Process for Identifying Participants:

As part of submitting this grant applications we conducted a quick survey of our non-teaching staff and received over 30 replies. Each of the replies indicated they would be interested in transitioning to a full-time teaching role if we could help them financially to obtain either their teaching certificate and/or their combined bachelor's degree and teaching certificate.

To select participants, we would use a 30-point system (with 3 additional preference points) to rank those who are interested in the program. We would start the selection process by looking at the employees' tenure (1-2 years = 5 points, 3-5 years = 10 points, over 5 years = 15 points). We find most of our long-term employees live near one of our campuses so we want to ensure we favor employees who have worked at TBP for over 5 years. Once employees are ranked based on their tenure (an indication of continued employment as a TBP full-time teacher), we would look at their two required letters of recommendation. One letter would have to be from a principal and one from a vice-principal with 3 preference points if both the principal and vice principal work at TBP. We would ask the letters of recommendation to specifically address the following:

- 1) Employees' ability to establish respectful and meaningful relationships between and among students, teachers, administrators, parents and the community (5 points)
- 2) Employees' passion for education and their ability to develop engaging, interactive lessons and activities for TBP students (5 points)
- 3) Examples of how the employee demonstrates that what they do is not just a job, but rather a calling. They work harder, care more, and go above and beyond every day (5 points)

Recruitment Strategy:

As mentioned previously, TBP has a hard time hiring and maintaining teachers due to the location of our schools. Thus, we consider all teacher positions (PK3 to 8th grade) hard to fill. Over 90% of our students are Hispanic and most are English language learners so we require all teachers to be ESL certified. We would include the ESL certification as part of the Memorandum of Understanding (MOU).

Memorandum of Understanding:

TBP does not currently use contract with employees, but we are happy to establish a Memorandum of Understanding (MOU) with each participant. We would require the employee to work for TBP for a minimum of four (4) years in a full-time teaching position. For each year that an employee falls short of the four-year requirement they would have to reimburse TBP 25% of the amount awarded to them. That would mean a participant in the program who worked for TBP in a full-time teacher position for 1 year would have to pay back 75% of the award, 2 years = 50%, and 3 years = 25%. We have found that some of our teachers leave TBP to work for another district because that district will pay them a signing bonus. The penalty for failing to stay at TBP for 4 years would help negate the appeal of any signing bonus that they might be offered at another district.