



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
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 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 **Sheldon ISD** CDN or Vendor ID **101924** ESC # **4** Campus # **01** DUNS # **098202260**

Address **11411 C. E. King Parkway** City **Houston** ZIP **77044** Phone **281-831-5398**

Primary Contact **Dr. Brenda Dearmon** Email **brendadearmon@sheldonisd.com**

Secondary Contact **Christie Gates** Email **christiegates@sheldonisd.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 **Mr. King Davis, Supt.** Signature *King Davis* Date **3/7/18**

Grant Writer Name **Dr. Brenda Dearmon** Signature *Dr. Brenda Dearmon* Date **3/7/18**

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

701-18-106-060

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
Increase the number of highly effective bilingual certified teachers	Identify the bilingual instructional aides, paraprofessionals, and long-term substitutes that currently have 60 hours of undergraduate work or an Associate Degree and recruit them to participate in the "Grow Your Own Grant Program."
Increase the number of highly effective certified teachers	Identify all instructional aides, paraprofessionals, and long-term substitutes that currently have 60 hours of undergraduate work or an Associate Degree and recruit them to participate in the "Grow Your Own Grant Program."
Increase the diversity of the teaching staff by increasing the number of students interested in pursuing a teaching degree	Establish a student organization to build awareness of the teaching profession and enhance student learning through real world application.

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.

Sheldon ISD strives to recruit/retain teachers in hard-to-staff positions while competing with a shortage of qualified bilingual and secondary math and science teachers. Our turnover rate is 24% which requires the district to hire 125 to 150 teachers yearly. Of these positions, 35% require bilingual certifications. As a result, by August 2020, the teacher retention rate will increase by 5% based on data from the district staffing report. The district student population consists of 71% Hispanic, 21% African American, and 6% White, while the teacher population is 25% Hispanic, 34% African American, and 38% White. Clearly, there is an underrepresentation of Hispanic teachers. To address this need, we plan to recruit our students to assist in meeting the shortage of future teachers. Therefore, by August 2020, we will increase the percentage of Hispanic teachers by 2%. We anticipate the outcome of improving student performance and closing achievement gaps.

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:

- Sheldon ISD will complete the recruiting and application process by selecting no more than ten applicants that meet the program requirements.
- Ensure each applicant is in good standing with the college/university and review their personal college graduation plan developed by the university adviser to provide the first half of the first year tuition stipend.
- Increase the number of paraprofessionals, instructional aides, and long-term substitutes through marketing the program.
- Increase the number of students pursuing the Education and Training course sequence.
- Establish a Sheldon ISD TAPE chapter, recruit members, and encourage student participation in the student organization. Progress will be measured by total membership and the number of students attending and participating in meetings.

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

1. Completion of first semester college coursework based on their personal college graduation plan developed by the university adviser and to provide the second part of the first year tuition stipend.
2. The sponsor for TAFE will have implemented the following:
 - * Select students to attend the Region 4 North meeting and plan for them to report back to the C. E. King High School chapter.
 - * Registration process for sponsor and students to attend the state conference
 - * Timeline for students to participate, plan, and prepare to participate in the state competition

Third-Quarter Benchmark:

1. Completion of second semester college coursework based on their personal college graduation plan developed by the university adviser.
2. Grant advisory committee will review participants "on the job" evaluation results to ensure their performance continues to meet the established criterion for entering the program.
3. Students attending the conference will share personal reflections by completing a post-conference survey
4. Sponsor assists students in preparing and presenting an organization update to the Sheldon ISD Board of Trustees on the establishment and implementation progress of the organization.

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.

Each school year, the district conducts a yearly comprehensive needs assessment facilitated by the district administrative team. A summary of the collected data is carefully analyzed to identify strengths that enhanced the attainment of district goals and the circumstances that detracted from the same process. The data include state assessments, curriculum-based assessments (benchmarks), teacher's evaluation results, teacher retention, and teacher surveys. If we are able to facilitate the "Grow Your Own Grant Program," we will include the following data in our review process of the program: participants' course completion rate per semester, number of participants attaining a bachelor's degree, number of participants passing certification tests, and number of participants receiving an overall rating of proficient or higher on the Sheldon ISD Instructional Paraprofessional Appraisal instrument at the end of each school year. The data will be reviewed by the Grant Advisory Committee that will be established to monitor the implementation process for the grant program. The advisory committee will consist of the Executive Director of Personnel Services, the Director of Personnel Services, the Director of Federal Programs/Grants, Director of Multilingual Programs, the Chief Academic Officer, Coordinator of CTE, the Practicum in Education and Training teacher, the High School Principal, and TAFE sponsor. The data will be reviewed and analyzed to determine adequate progress towards the attainment of desired outcomes. The committee will also determine if adjustments and modifications to the components of the program are warranted. For example, if participants are struggling to pass the teacher certification exams, the committee could recommend offering test prep assistance via testing resources, peer mentor, and/or a prep course. All modifications and/or adjustments will become a part of the evaluation/measurement 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.

C. E. King (KHS) is the only high school in Sheldon ISD. KHS currently offers the education and training pathway which includes Principles of Education and Training, Human Growth and Development and Business Information Management I, Instructional Practices, and Practicum in Education and Training. During the Practicum in Education and Training, students are provided the opportunity to explore the teaching profession. The students are paired with a classroom teacher at one of our elementary campuses. The students discover through first-hand experience the daily responsibilities of a classroom teacher through observations, assisting students in the areas of reading and math in a small group setting, preparing instructional materials, etc. The program will be expanded to provide students the opportunity to participate in parent/family engagement activities to understand the importance of building the school to home relationship.

Currently, the high school program does not offer students the opportunity to participate in a student organization for future teachers. However, if awarded the grant funds, the team will begin the process of establishing a local chapter of the Texas Association of Future Teachers at C. E. King High School (KHS). A sponsor to support this endeavor will be selected to work collaboratively with other area chapters to assist in developing an organization that will encourage and inspire students to participate in an effort of pursuing a teaching degree/certification. The sponsor will provide the necessary guidance ensuring student participation not only in the state conference, but also by attending meetings offered by the local chapter (Region 4 North area) to build students' leadership capacity in and outside of the classroom. The sponsor will also be responsible for recruiting and preparing students to participate in the state competition in at least two different areas based on the responses from the student interest survey. Students participating in the TAFE will be required to provide, prepare, and present an annual organization update to the Sheldon ISD Board of Trustees. We hope that through the participation in the TAFE organization, students will develop a positive perception of the teaching profession and become an advocate for other students to consider teaching as a career.

To assist in the attainment of our primary goal of "growing our own" certified teachers, we plan to offer a unique pathway for students of C. E. King High School to pursue a bachelor's degree and teacher certification while working for the district. As new paraprofessionals and instructional aides are hired by the district, we offer a program to assist paraprofessionals in attaining the certification required to be considered highly effective. The program is offered at no cost as long as they commit to working in Sheldon ISD. The district would offer the same opportunity to students who complete the Education and Training pathway at C. E. King High School as well as to our dual credit students who can earn up to 60 college hours while attaining their high school diploma. Upon completion of this pathway and passing the certification test, the students would be offered an instructional aide or paraprofessional position, if available, while continuing their education. Once the students have attained 60 college hours, they would be eligible to apply for the "Grow Your Own Grant Program" which will provide funds to complete their bachelor's degree and teacher certification strand. These strategies will enable the district to begin developing future teachers from the very beginning with various support systems in place enabling them to meet the expectations of a highly effective teacher.

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 cost to support those participating in the program	110,000
2. Instructional materials to support the practicum in education and training course	500
3. Cover cost to establish a TAFE chapter	500
4. Cover expenses for the teacher sponsor and students to attend the TAFE state conference	2,000
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Total grant award requested	113,000

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 a total of ten participants.

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.

Sheldon ISD strives to provide highly effective teachers who receive proficient or above on all dimensions of T-TESS. In an effort to meet our overall expectations, our goal is to identify our top performing instructional paraprofessional, instructional aides, and long term substitutes to pursue their bachelor's degree and teacher certification within a two year time frame. The participants will be selected based on the following criteria: 1. Receipt of an overall rating of proficient or higher on the Instructional Paraprofessional Appraisal instrument for the past two years; 2. Letter of recommendation from the campus principal and a classroom teacher; 3. Participation on campus committees, site-based team, student clubs, after school program, etc. and 4. Willing to commit to working in a full-time teaching role in Sheldon ISD for a minimum of three years.

The district leadership committee analyzes staff and student performance data yearly as part of the comprehensive needs assessment. The information drives the development of the district improvement plan which identifies areas of strengths and weaknesses to be targeted for improvement. Currently, hiring teachers certified in bilingual education and secondary math and science have been hard-to-staff areas over the past few years. The district continues to focus on strategies to remove any contributing barriers. In an effort to make our teaching population mirror the demographics of the student population, our focus is to recruit students participating in the TAFE chapter since by default they represent the diversity of the student population. Furthermore, a large percent of the paraprofessional/instructional aides currently live within the boundaries of the district. Professional development is provided to illustrate ways to incorporate an understanding of diversity within the classroom and throughout the campus/district to ensure we are meeting the needs of students, parents/families, and the community.

The personnel services department will develop a Memorandum of Understanding (MOU) for participants to commit to remain in Sheldon ISD for a minimum of three years in a full-time teaching role. The participants must sign the MOU prior to participating in the program. If a recipient is unable to fulfill the commitment, they will be required to repay a prorated amount of the stipends received back to the district. The MOU will be approved by the Sheldon ISD Board of Trustee and the superintendent of schools.

