



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
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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: **Priority Charter** CDN or Vendor ID: **014803** ESC #: **12** Campus # [redacted] Duns#: **102388321**

Address: **275 FM 2483** City: **Morgan's Point** Zip: **76513** Phone: **(888) 984-8295**

Primary Contact: **Derrick Love** Email: **dlove@prioritycharterschools.org**

Secondary Contact: **Linda Alaniz** Email: **Linda_alaniz@hotmail.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: **Lula Turnipseed, Super.** Signature: *Lula Turnipseed* Date: **3/06/18**

Grant Writer Name: [redacted] Signature: [redacted] Date: [redacted]

- Grant writer is an employee of the applicant organization.
- Grant writer is not an employee of the applicant organization. **701-18-106-065**

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
According to the 2018 TX Career Check, elem. (2nd), secondary (6th), and middle (8th) school teachers are among the top 10 high-demand occupations in the area.	Will recruit students for Education & Training dual-enrollment courses. Students will be advised of the benefits of pursuing a career in education, including average pay rate, employment availability, etc. Additionally, the charter will establish a CTSO membership & have participants attend the annual conference.
The charter had a 35.3% turnover rate. This rate has remained consistently high over the past 5 years.	To increase teacher retention, funds will be utilized to develop career pathways that promote professional growth from within. The use of grant funds will allow the charter to create a pipeline for paras/aids/subs to become certified teachers.
Funds are needed to address the gap in student/teacher demographics. The charter had 49% minority students & only 25% minority teachers for 2016 -2017.	Will identify and recruit 6 pars, aides, and subs to obtain their Bachelor's Degree and/or Teacher Certification, in an effort to address the demographic gap seen between students and teachers.

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 May 31, 2020, teacher pathways will be established to promote growth; thus, facilitating the increased entry of qualified, diverse candidates into the teaching profession. A total of 4 teachers will have received their Master's Degree and will facilitate student recruitment through the exposure of the education field through Education and Training courses. In addition, 6 paras, aides, and subs will receive their Bachelor's and/or Teaching Certification to help address the teacher shortage in the targeted area. This goal addresses all the SMART elements, to include: Specific – (What) Teacher pathways established to promote growth; and (Why) Increase entry of qualified, diverse candidates into the teaching profession; Measurable – Number of degrees/certifications received; Achievable – Teachers selected are motivated and committed to the charter; Relevant – The shortage of teachers in the targeted area has been illustrated; and Timely – By May 31, 2020.

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:

In developing the benchmarks that will be utilized to measure the progress towards meeting the SMART goal, the charter created a timeline of events that would identify the stage of the program during each quarter. Based on timeline, during the initial period (May-Oct. 2018) of the grant, teachers and paras/aides/subs will have been identified and will be enrolled to begin their first courses at the partnering university. Furthermore, students will have been informed of the Education and Training courses, which will be available the 2018-2019 school year. The benchmarks will consist of the following:

- A minimum of 4 teacher will be enrolled in courses to receive their Master's in Education, to include their demographics;
- A minimum of 6 paras/aides/subs will be enrolled in courses to receive their Bachelor's/Teacher Certification;
- A minimum of 4 teachers and a principal and counselor will participate in an initial TEA Teacher Institute; and
- A minimum of 30 students will be enrolled in introductory Education and Training courses.

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

During the second-quarter of the program (Nov. 2018-April 2019), the first group of educators should have completed their first set of courses and will be enrolled in their second set of courses. Furthermore, students should have received their mid-year progress reports. Therefore, the following benchmarks have been established to measure progress:

- A minimum of 3 teachers will have passed their first set of courses with a minimum of a C or above;
- A minimum of 2 classroom observations will have been conducted on the 5 EPP enrolled paras in which they demonstrate the ability to create and administer lesson plans that align through TEKS practice and assessment within the classroom;
- A minimum of 25 students will have passed their introductory Education and Training courses; and
- A minimum of 15 students will become members of the CTSO and 10 will attend compete in an academic event.

Third-Quarter Benchmark:

The benchmark that will be utilized to measure the progress of the program during the third-quarter of the program (April-Oct. 2019) will include the following and more:

- A minimum of 3 teachers will have passed their second set of courses with a minimum of a C or above;
- A minimum of 4 paras/aids/subs will have completed their 300 hours of coursework;
- A minimum of 4 paras/aids/subs will have completed 30 hours of field-based observations;
- A minimum of 4 paras/aids/subs will have received their teachers' certification;
- A minimum of 30 students will have passed enrolled in Education and Training dual-enrollment courses;
- A minimum of 15 additional students will become members of the CTSO; and
- A minimum of 10 members will attend an annual conference and competed in an annual academic event.

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.

Describe how you will use project evaluation data to determine when and how to modify your program: The charter will collect data on a regular basis. Student taking part in the Educational and Training courses will have their academic data submitted to the Program Director as it becomes available. This will include 6-week report cards. Instructional staff that are obtaining a degree or teacher certification will be required to submit printouts of their course grades from the university's blackboard gradebook. Additionally, sign-in sheets will be collected from the charter's CTSO which will be utilized to monitor participants attendance.

This data will be assembled into a progress reports which will be reviewed by the stakeholders. These reports will help the stakeholders to determine the following:

- Is the campus on target to meet their identified benchmarks?;
- Which benchmarks are at risk of not being met?;
- What obstacles are putting the program at-risk?; and
- What solutions can be implemented to address the obstacles?

If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability: If it is determined that the benchmarks that were listed cannot be met, the stakeholders will discuss modifications that need to be made to the program. Examples of changes to the program may include:

- Not enough teachers are interested in obtaining their Master's in Education;
- Not enough students are enrolling in the Education and Training courses; and/or
- Not enough paras/aides/subs are interested in obtaining their Bachelor's and/or Teacher Certification.

If modifications must be made, the charter will send letters to parents/guardians, community, administrators, & board members to notifying them of this. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. This is especially important since the funding allocated for this grant will be based on the number of teachers and paras/aides/subs that participate in the program.

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.

Priority Charter School's small, 960 students (6 pts.), has always created a challenge for the hiring and retention of high-quality teachers. Therefore, if awarded, this grant will provide the charter the means to address this issue.

What course(s) will be offered beginning Fall 2018: The charter intends to offer the Principles of Education and Training (9th and 10th grades), the Human Growth and Development courses (10th and 11th grades), and Instructional Practices (11th and 12th grades) beginning Fall 2018. In Fall 2019, the course selections will be expanded to include Practicum in Education and Training (12th grade). In addition, the charter will develop a partnership with Central Texas College and Austin Community College to offer dual-enrollment Instructional Practices and Practicum in Education and Training courses beginning the Fall 2020.

How will the teacher of record and mentor teacher for the course be selected: The charter will select a teacher of record which has demonstrated a commitment to the school charter. This individual will be one of the teachers that have acquired a Master's in Education through the Grow Your Own Program. The assigned teacher of record will be responsible for providing instruction, administering tests and quizzes, evaluating the students' performance, and assigning a grade to students based on their performance.

A mentor teacher will be selected from the instructional staff that received their teaching certification through the use of Grow Your Own grant funds. This individual will have demonstrated excellence in their studies and a commitment to the school charter. As a mentor, this individual will provide leadership, support, and motivation to students that are enrolled in the Education and Training dual-enrollment courses.

Which career and technical student organization will be established: The Career and Technical Education Student Organization (CTSO) that was selected by the charter to be established was the Texas Association of Future Educators (TAFE). This selection was made because TAFE's mission, to encouraging students to learn about careers in education and assist them in exploring the teaching profession while promoting character, service, and leadership skills that are necessary for becoming effective educators, is in line with the goal of the charter. It is the intent of the school charter that a participating teacher will serve as the Chapter's Director. As the Director, he/she will be responsible for scheduling regular meetings, organizing the participants' trip to attend the annual conference, and assisting and providing guidance in the annual academic event. He/she will also be responsible for marketing the program and increasing membership.

How will excitement and investment in the course be built on the campus: The charter will begin a marketing campaign that will provide information to all students regarding the benefits of pursuing a career in the educational field. This will include the following information:

- Types of careers that can be pursued;
- Available positions in the charter, county, and state;
- Average pay;
- Work schedule;
- Holidays;
- Retirement and medical benefits; and more.

Additionally, the counselors at each campus will provide them with added information to students when preparing the course schedules.

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 4 times \$13,000 52,000

Pathway 2

Check this box to apply for grant funding under Pathway 2.

Number of participants pursuing BA and certification 1 times \$11,000 11,000

Number of participants pursuing certification only 5 times \$5,500 27,500

Total of above two lines 38,500

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 4 times \$3,000 12,000

Funding Request

Pathway 1 52,000

Pathway 2 38,500

Pathway 3 0

Education and training courses 12,000

Total grant funds requested 102,500

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.	Participants' Master's Degree tuition cost	41,200
2.	Participants' Bachelor's Degree and EPP tuition cost	33,200
3.	Participant's Teacher Certification cost	810
4.	Travel costs to attend the required state-provided professional development	900
5.	Lodging and per diem for staff to attend the required state-provided PD	900
6.	Substitute teachers to provide instruction while teachers attend required trainings	1,600
7.	CTSO Membership fees	550
8.	Travel for students and teacher to attend the annual CTSO conference	510
9.	Supplies	427
10.	Instructional materials	399
11.	Education and training courses	11,754
12.	Indirect Costs	2,093
13.	Professional development training	8,157
14.		
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25.		
Total grant award requested		102,500

**Grow Your Own Grant
Pathway 1 Grow Your Own Program Attachment**

Pathway 1: Master's Degree Stipend to Support Education and Training Course Implementation

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

A total of 4 teachers will participate in the program and receive a stipend to obtain their Master's Degree.

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select quality teachers who will facilitate the Education and Training course sequence and receive grant funds to pursue their master's degree.

- € The plan must address their process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, etc.
- € The plan must also address how the applicant has considered the following in their recruitment strategy: experience and proficiency of teachers and field-experience-classroom teachers, degree to which the diversity of teacher population mirrors that of the student population, and teachers and field-experience-classroom teachers in traditionally hard-to-staff areas.
- € The plan should also include a description of the Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

The charter has outlined a process that will be utilized to recruit and select quality teachers to take part in the Grow Your Own, Pathway #1 Program. These teachers will be selected based on their perceived potential to receive their Master's Degree and provide students with Education and Training courses. This outline includes the following:

- **The Process for Identifying Teacher Participants:** Several factors will be considered when selecting teachers to participate in the program. To begin with, the charter will first review the results of the teacher's last performance assessment. Priority will be given to teachers that demonstrate an overall Distinguished or Accomplished rating. Teachers that receive an overall proficient rating on their last performance assessment will also be considered as long as they received a Distinguished and/or Accomplished rating in any of the following areas: Goal Setting; Content Knowledge and Expertise; Communication; Managing Student Behavior; Classroom Culture; Classroom Environment, Routines, and Procedures; and Differentiation. Additionally, teachers that demonstrate a record of measurable student achievement and involvement in student organizations will also be selected for participation.
- **Recruitment Strategy:** Once the teachers have been preliminarily identified to take part in the program, the charter will rank the teachers based on the following: Experience and Proficiency. A teacher will be able to obtain up to 25 points in each of these areas. Points for Experience can be earned based on years of experience, community and extracurricular involvement, and more. For Proficiency, the charter will look at accomplishment of goals, classroom management, attendance rates, student grades, student pass rates, etc. These totals will be combined to rank teachers, with additional points to be provided for teachers that help to address the diversity of the teacher population in comparison to the student population.
- **Memorandum of Understanding (MOU):** Finally, teachers will be invited to take part in the program, based on their ranking. Teachers that agree to be a part of the program will be required to sign a MOU which will commit them to continue their employment with the charter for a minimum of 4-years as a condition of receiving the stipend. The teacher will be informed that the MOU is a condition set forth by TEA. If the teacher cannot commit, another teacher will have to be selected.

Priority Charter School is confident that the outlined process will help to ensure that the appropriate individual is selected to take part in the Program.

IHE and LEA Partnership: Applicant must describe the plan to develop a partnership between the IHE and LEA.

- € The plan must include an explanation of the potential partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits. The plan must also include a description of the intended timeline to develop the dual credit partnership by the time of the participant's successful completion of the master's degree program.

Within 60 days of acquiring funding, the charter and campus administration will meet with the President, Dual Enrollment Director, and College Counselor of Central Texas College and Austin Community College in order to discuss the process through which students will earn and transfer dual-credits. During this meeting, an outline of an MOU will be developed which will detail the agreed upon duties and responsibilities as required by this grant. Each of the agencies will agree to appoint a contact person who will be in charge of addressing any questions or concerns as they arise.

As soon as the draft MOU is completed by the charter, it will be sent to their legal department to review. Once the charter's legal department approves the MOU, it will be sent to the IHE's point of contact who will share it with the appropriate administrators for review. If any changes are needed, the charter will address these in a timely manner and the process will begin again until the MOU is approved by both parties. It is the goal of the charter to have the MOU signed and in place by Spring 2019, so that campus students can begin enrolling in dual-enrollment courses by the Fall of 2019, once a teacher has successfully obtained his/her Master's Degree. To maintain a strong partnership, charter and Central Texas College and Austin Community College representatives will meet regularly to review student outcomes and address any issues. Finally, each year the Central Texas College and Austin Community College and charter administration will meet to review and renew the MOU. This will provide each agency the opportunity to modify the MOU as deemed necessary.

Student Recruitment: Applicant must articulate how they plan to recruit students to participate in the Education and Training course pathway.

- € The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- € The plan must also include a description of how the LEA leadership (district and school based) and staff will motivate students to enter and persist in the Education and Training courses.

Once Priority Charter School receives notice that they have been awarded, the campuses will begin notifying students of the availability of the Education and Training courses. To ensure that all potential students are aware of the available program, flyers will be posted throughout the campuses and announcements will be made during the second period class. In addition, notices will be sent home to parents/guardians in English and Spanish that will notify them of the available courses. The courses that will be available will include the following: Principles of Education and Training (9th through 12th); Instructional Practices (11th and 12th); and Practicum in Education and Training (12th).

During the first year of the program, these courses will be offered as regular CTE courses and can be taught by any of the teachers. The following year, once the participating teachers have successfully received their Master's Degree, the campuses will begin offering dual-enrollment courses in Instructional Practices and, and Practicum in Education and Training to any eligible student. Only students that have a minimum of a B average in all their studies and that are college ready will be targeted to participate in the dual-enrollment courses. In addition, students will be required to meet the IHE's placement test criteria to enroll in these courses. This is because the courses that will be offered will be more challenging and rigorous than regular courses. Furthermore, students that can help to address the ethnicity disparity will also be targeted for recruitment in order to help close this existing gap. Students that fall within these groups will be asked to meet with the counselor to explore these course offerings.

Once students agree to enroll in these courses, the charter will ensure that they remain motivated to enter and persist in the Education and Training courses by providing them with information regarding the career opportunities that are available in the educational field. In addition, they will be provided with the average pay for educators in the area, as well as, a list of the benefits that are afforded to teachers (i.e. paid holidays, spring break, summer off, most weekends and nights off, retirement, medical and dental plans, etc.). Finally, students will be asked to become a member of the CTSO Club which will provide them knowledge and training, academic and technical skills, and motivation to succeed in their chosen career, as well as, the opportunity to attend and compete in an annual academic event.

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.

A total of 6 paraprofessionals, instructional aides, and/or long-term substitutes will participate in the program and receive a stipend.

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 charter has outlined a process that will be utilized to recruit and select quality paras, aides, and/or subs to take part in the Grow Your Own, Pathway #2 Program. These individuals will be selected based on their perceived potential to receive their Teacher Certification and/or Bachelor's Degree. This outline includes the following:

- **The Process for Identifying Participants:** Several factors will be considered when selecting paras, aides, and/or subs to participate in the program. First, the charter will first review the results of their last performance assessment. Priority will be given to paras, aides, and/or subs that demonstrate a high-rating on their last performance assessment. This will include high-ratings in the following areas: communication; classroom support and interaction; student and self-discipline; quality of work; attendance; work production; and attitude towards work. Additionally, paras, aides, and/or subs that demonstrate a record of measurable student achievement and involvement in student organizations will also be selected for participation.
- **Recruitment Strategy:** Once the paras, aides, and/or subs have been preliminarily identified to take part in the Program, the charter will rank them based on the following: Experience and Proficiency. Each of the candidates will be able to obtain up to 25 points in each of these areas. Points for Experience can be earned based on years of experience, attendance, community and extracurricular involvement, and more. For Proficiency, the charter will look at classroom support and interaction, student and self-discipline, quality of work, work production, attitude towards work, etc. These totals will be combined to rank the candidate with additional points be provided for candidates that help to address the diversity of the teacher population in comparison to the student population.
- **Memorandum of Understanding (MOU):** Finally, the candidates will be invited to take part in the program, based on their ranking. Paras, aides, and/or subs that agree to be a part of the program will be required to sign a MOU which will commit them to continue their employment with the charter for a minimum of 4-years as a condition of receiving the stipend. The paras, aides, and/or subs will be informed that the MOU is a condition set forth by TEA and if the teacher cannot commit, another teacher will have to be selected.

Priority Charter School is confident that the outlined process will help to ensure that the appropriate individual is selected to take part in the Program.

