



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

NOGA ID

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 to (Pathways 1 and 2)
 to (Pathway 3)

Program Authority

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 CDN or Vendor ID ESC # Campus # DUNS #
 Address City ZIP Phone
 Primary Contact Email
 Secondary Contact Email

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 Signature Date

Grant Writer Name Signature Date

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

701-18-106-069

RFA # SAS #

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
1. Increase number of qualified applicants per vacancy (82 professional vacancies after 2016-17 with 20.33 applicants per vacancy but not necessarily all qualified)	1. Encourage more students to join the Education and Training Pathway through the dual credit program (which would eventually lead to more qualified applicants); increase the number of qualified applicants with teaching certificates through the Paraprofessional to Teacher program.
2. Increase the diversity of teaching staff to more closely mirror the student ethnic makeup (teaching staff is currently 73.4% white; student population is 38% white)	2. Encourage more minority high school students to become involved in the Education and Training pathway; offer dual credit in the Education and Training pathway courses; give priority consideration to minority staff members applying for the Paraprofessional to Teacher program.
3. Decrease staff turnover (turnover rate was 11.8% at the end of the 2016-17 school year)	3. Decrease teacher turnover by increasing number of local applicants and employees through both the high school Education Pathway and the Paraprofessional to Teacher program. Community roots lead to longer employment, research has found.

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 2020 school year, Angleton ISD will have fewer teaching vacancies, decreased turnover and the teaching staff will more closely mirror the student population of the district. This will be done by encouraging more students to join and participate in the Education and Training Career Pathway while also aiding paraprofessionals and support staff to gain their teaching certificates.

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:

- Education Career Pathway instructor will have enrolled in an Institute for Higher Education, and have earned at least 6 graduate hours in Education courses
- Benchmark data will have been gathered on participants and students in Education Pathway.
- Participants and stakeholders will have completed the bi-annual TEA survey
- Participants in the Paraprofessionals to Teachers program would have been selected, have signed their program agreements and received stipends to complete their bachelor's degrees.
- Participants in the Paraprofessionals to Teachers program would enroll in an Institute of Higher Education and earned at least 12 hours of credit toward their bachelor's degrees.

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

- Education Career Pathway instructor will have continued enrollment in the same Institute for Higher Education, and have earned at least 12 graduate hours (cumulative) in Education courses
- Gather data on student completion of Education and Training Career Pathway courses and the Pathway sequence as a whole.
- High school students will have participated in at least one TAFE activity or event.
- Participants and stakeholders will have completed the bi-annual TEA survey
- Participants in the Paraprofessionals to Teachers program will have continued enrollment in the same Institute of Higher Education and earned at least 24 hours of credit (cumulative) toward their bachelor's degree.

Third-Quarter Benchmark:

- Education Career Pathway instructor will have continued enrollment in the same Institute for Higher Education, and have earned at least 24 graduate hours (cumulative) in Education courses
- Data on student enrollment and demographics in Education and Training Career Pathway courses and college enrollment and major data gathered from 2019 graduates of Education and Training Career Pathway will have been gathered.
- Participants and stakeholders will have completed the bi-annual TEA survey
- Participants in the Paraprofessionals to Teachers program will have continued enrollment in the same Institute of Higher Education and earned at least 48 hours of credit (cumulative) toward their bachelor's degree, and will have made progress toward their teaching certificate, either by enrolling in an alternative certification program or enrolling in a teacher preparation program with an Institute of Higher Education.

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 will collect data from PEIMS data, participant program agreements, survey collection, TAFE participation records, required participant report cards and/or transcripts from Institutes of Higher Education, and communication with Pathway graduates.

If adequate progress has not been made in benchmark or summative SMART goals, stakeholders (human resources director, superintendent or his/her proxy, curriculum directors, participating campus principals and grant writer/coordinator) will meet to make needed adjustments. These could include, but are not limited to, increasing marketing of Education and Training Career Pathway coursework, making adjustments to employee schedules, providing other supports for program participants and/or exiting participants from the program for not meeting coursework expectations. If possible, other participants could be added to the program to replace exited participants, granted the new participants will be able to finish their coursework in the grant time remaining.

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.

Both Instructional Practices and Practicum in Education and Training are currently offered as culminating coursework for the Education and Training Career Pathway at Angleton High School. They will continue to be offered through the 2018-19 and 2019-20 school years. The high school also has an active chapter of the Texas Association of Future Educators (TAFE).

The current teacher of record for the Education and Training Career Pathway will be selected as the Pathway 1 participant in an effort to maintain continuity in the program. The current teacher of record has only been there for the current school year, so bringing in another teacher would not be best for students. The current teacher of record was selected for the position because of her experience, particularly at the elementary level, and her commitment to the education field.

Currently, all Career Pathways are promoted through tours and promotional fairs at both the 8th grade and 5th grade levels. Groups travel through the high school's pathway labs and classrooms as current high school students demonstrate what the pathways entail. TAFE is promoted through posters, activities and events, incentives and publicity from fundraisers.

While the current promotional plan for the Education and Training Career Pathway is working, it is being targeted at the wrong audience. Students are finding out about the program too late, with students waiting until 11th grade to enroll in their first pathway class, which does not give them adequate time to complete the entire Career Pathway. We would like to target the promotion of the Career Pathway to the junior high students (6th-8th grades), that way they can make the necessary educational plans to complete the pathway within four years. This will involve leadership from the superintendent, secondary curriculum director, and campus leadership at both the high school and junior high school.

Junior high counselors would also be stakeholders in promoting the pathway to junior high students, particularly students in the Teen Leadership, Principles of Education and Training, and Career Investigations courses. Targeted students would also include minority students and those who have participated in the Accelerated Academics program (and have taken coursework 1-2 years in advance, and therefore will have ample room in their high school schedules for completing the Education and Training Career Pathway.

Offering dual credit in the Education and Training Career Pathway will also help build excitement about the program, especially with the opportunity available for students to earn their Associates Degree while still in high school and at little cost to the students. To date, Angleton ISD has paid for out-of-district tuition for 1 dual credit class per every requesting student. We have a preliminary agreement with Brazosport College (which currently offers other dual credit courses at Angleton High School) to offer dual credit for Instructional Practices and/or Practicum in Education and Training.

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 1 times \$13,000 13,000

Pathway 2

Check this box to apply for grant funding under Pathway 2.
 Number of participants pursuing BA and certification 4 times \$11,000 44,000
 Number of participants pursuing certification only times \$5,500
 Total of above two lines 44,000

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 1 times \$3,000 3,000

Funding Request

Pathway 1	13,000
Pathway 2	44,000
Pathway 3	
Education and training courses	3,000
Total grant funds requested	60,000

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. Master's tuition (1 participant)	10,000
2. Travel to TEA Teacher Institute	2,090
3. Administrative costs including substitutes for Master's participant	910
4. Tuition for (4) Bachelor's degree and certification candidates	40,000
5. Teaching certification exam costs (4 participants x 2 tests @ \$131 each)	1,048
6. Administrative costs including substitutes for Bachelor's participants	2,952
7. Materials for TAFE and Education Career Pathway (ICEV online curriculum)	600
8. TAFE event and conference participation	2,400
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Total grant award requested	60,000

**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.

1

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 participating teacher in Pathway 1 would be our current Education and Training Career Pathway teacher of record. The current school year is her first in this position, so it is in the best interest of students and continuity to keep her there. She is also an eager volunteer to get her Master's Degree. She currently has graduate hours in education, but was unable in the past to complete her Master's Degree. Therefore, she probably has fewer classes to take than other candidates.

Keeping the current teacher of record will also help Angleton ISD reduce staff turnover. While keeping the current teacher would neither improve nor reduce the ethnic diversity of the district's staff, the current teacher of record has the unique experience and perspective of being the parent of a special needs child – a perspective and experience that would prove useful to Education and Training students.

In order to receive tuition funding and participate in the program, the participating teacher would have to sign an agreement to complete his/her Master's degree, teach at least 1 dual credit course in the Education and Training Career Pathway, continue to assist/lead TAFE students to participate in at least one competitive event, and stay employed in his/her current position with the district at least 3 school years (which is the industry average teacher tenure).

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.

Brazosport College is Angleton ISD's current partner for dual credit courses at Angleton High School. For the sake of continuity, we want to continue with Brazosport College as our Institute of Higher Education partner for this project. We have a preliminary agreement with Brazosport College to offer dual credit for the Instructional Practices and/or Practicum in Education and Training courses. We are currently in talks with Brazosport College about how to articulate the dual credit offerings for the Education and Training Career Pathway, with hopes that Angleton High School students could graduate with college credit for the Instructional Practices and/or Practicum in Education and Training courses as well as significant progress toward Brazosport College's Associate of Arts in Teaching degree.

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.

Currently, all Career Pathways are promoted through tours and promotional fairs at both the 8th grade and 5th grade levels. Groups travel through the high school's pathway labs and classrooms as current high school students demonstrate what the pathways entail. TAFE is promoted through posters, activities and events, incentives and publicity from fundraisers.

While the current promotional plan for the Education and Training Career Pathway is working, it is being targeted at the wrong audience. Students are finding out about the program too late, with students waiting until 11th grade to enroll in their first pathway class, which does not give them adequate time to complete the entire Career Pathway. We would like to target the promotion of the Career Pathway to the junior high students (6th-8th grades), that way they can make the necessary educational plans to complete the pathway within four years. This will involve leadership from the superintendent, secondary curriculum director, and campus leadership at both the high school and junior high school.

Junior high counselors would also be stakeholders in promoting the pathway to junior high students, particularly students in the Teen Leadership, Principles of Education and Training, and Career Investigations courses. Targeted students would also include minority students and those who have participated in the Accelerated Academics program (and have taken coursework 1-2 years in advance, and therefore will have ample room in their high school schedules for completing the Education and Training Career Pathway.

Offering dual credit in the Education and Training Career Pathway will also help build excitement about the program, especially with the opportunity available for students to earn their Associates Degree while still in high school and at little cost to the students. To date, Angleton ISD has paid for out-of-district tuition for 1 dual credit class per every requesting student. We have a preliminary agreement with Brazosport College (which currently offers other dual credit courses at Angleton High School) to offer dual credit for Instructional Practices and/or Practicum in Education and Training.

**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.

4

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.

Participant selection will begin by identifying current employees who have a viable opportunity to finish their bachelor's degrees and earn a teaching certificate in a 2-year timeframe. We have already done this by checking our records for how many non-teaching employees have 60 college credits or more but lack a bachelor's degree. We found that 10 such employees are currently employed. We want to have 4 participants, which will allow for a selection process.

The selection of participants would include factors such as commitment to completing bachelor's degree and earning teaching certification as well as commitment to the education field and teaching. Candidates whose ethnicity would help our teaching staff diversity more closely mirror that of students would be prioritized as well as those whose grade level/subject/field preference coincides with hard-to-staff areas in our district such as bilingual and special education. Other influencing factors would include the employees' involvement in school and community activities, past evaluation ratings, and recommendations from supervisors and colleagues.

In order to receive tuition funding and participate in the program, the participating employees would have to sign an agreement to complete his/her Bachelor's degree, earn teacher certification in at least one field, accept a certified teaching position with the district, and stay employed with the district at least 3 school years (which is the industry average teacher tenure).

Meanwhile, the Education and Training Courses and TAFE at the high school would continue to be promoted with more targeted promotion at the junior high level.

Offering dual credit in the Education and Training Career Pathway will help build excitement about the program, especially with the opportunity available for students to earn their Associates Degree while still in high school and at little cost to the students. We have a preliminary agreement with Brazosport College (which currently offers other dual credit courses at Angleton High School) to offer dual credit for Instructional Practices and/or Practicum in Education and Training.

