



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 **STAFFORD MUNICIPAL SCHOOL DIST.** CDN or Vendor ID **079910** ESC # **4** Campus # **na** DUNS # **n/a**

Address **1625 STAFFORDSHIRE RD** City **STAFFORD** ZIP **77477** Phone **281-261-9250**

Primary Contact **Teresa Sazedj, Ed.D.** Email **tsazedj@staffordmsd.org**

Secondary Contact **Debbie Nordt** Email **dnordt@staffordmsd.org**

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 **Robert Bostic, Ed.D.** Signature  Date **3/8/18**

Grant Writer Name **Teresa Sazedj, Ed.D.** Signature  Date **3/9/18**

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

701-18-106-070

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
To decrease Stafford Municipal School District's teacher turnover rate from 24% (five year avg.) to 16.4% (state average for 2016-2017 from TEA TAPR) by 2020.	Stafford Municipal School District (SMSD) will identify eligible employees to participate in the "Grow Your Own" grant program; grant recipients will sign a three-year MOU agreement for dedicated service within the school district and will complete specified educational course work and mentee requirements.
To recruit and retain 85% of highly-qualified educators who possess certifications in hard-to-fill content areas such as CTE, LOTE, Math/Science & Sp.Ed.	SMSD will immerse "Grow Your Own" candidates into the classes of hard-to-fill content/CTE areas. The goal is to establish "buy-in" from grant recipients who will be mentored by exemplary teachers and also allowed the opportunity to work with students in our Educational CTE program (for high school future educators).
To provide educational professional growth options for at least 10% of employees who have served in paraprofessional/instructional aide roles.	The majority of professional development opportunities focus on teachers currently in the classroom. The "Grow Your Own Program" will offer course work, classroom time, and mentor/mentee relationships that will focus on employees who may not have been highlighted as important educational stakeholders.

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.

SMSD will utilize the "Grow Your Own" investment to cultivate the professional growth of identified paraprofessional/instructional aide candidates and groom them to be highly-qualified educators in hard-to-fill content areas such as LOTE, CTE, Sp.Ed. and Secondary Science/Mathematics. Through means of this initiative, the district will achieve the smart goal of reducing an above-average teacher turnover rate, thereby, nurturing a more stable learning environment for all SMSD students by 2020. Grant recipients will register for an approved program, participate in meetings with an assigned mentor, submit documentation of successfully completed semester/program hours and will attend/complete upper-level trainings. Program success will be measured by comparing the teacher turnover percentage after program completion (2019-2020) to the previous five school year's turnover rates: 23% (16-17), 26% (15-16), 25% (14-15), 24% (13-14), 22%(12-13).

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:

Grant recipients will provide all pertinent registration documentation from their university and/or alternative or educator preparation program. Course matrix information will be provided to grant recipients who will outline required observation and practicum expectations. A minimum of 18 classroom observation hours will be required this quarter. Each grant recipient will be assigned a mentor and will serve as a mentor to students in the SMSD Educational CTE program. Grant recipients, along with their assigned mentors, will provide activity logs that will include date of meeting, time spent, and a description of the activity that took place. At the end of each quarter, grant recipients are required to submit an essay identifying, analyzing, and critiquing the instructional and behavior support strategies that affect the learning of a typical, atypical, and gifted student. At the completion of each quarter, grant recipients will also be required to complete a survey that will allow mentors and administrators the opportunity to review areas of program reinforcement and refinement.

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

A minimum of 18 classroom practicum hours will be required this quarter. Each grant and training recipient will work with their assigned mentor and will continue to serve as a mentor to students in the SMSD Educational CTE program. Grant recipients, along with their assigned mentors, will review prior activity logs that will include date of meeting, time spent, and a description of the activity that took place and identify areas of reinforcement and refinement. The recipient's mentor will assist the grant recipient in creating a portfolio that will include the first and second quarter's essay, activity logs, successfully implemented classroom activities and a self-assessment. The program facilitator will review and monitor the progress and completion of all assigned program requirements. Identified areas of concern will be reviewed and supplemental training or assignments will be assigned as needed until mastery in the area of concern is proven.

Third-Quarter Benchmark:

All documentation including total observation/practicum hours (36), first through third quarter essays, activity logs, classroom activity documentation, cumulative portfolio and a final program assessment will be completed and submitted to mentors and the grant facilitator for review. All areas of concern mentioned at the second-quarter benchmark will be reviewed and assessed. Any questions or concerns regarding the documentation submitted at the third-quarter mark will be addressed with grant recipients and revised/edited as needed. At the conclusion of the third-quarter, completion of all required course work, ACP/EPP requirements, and test results will be submitted and reviewed for successful completion. All "Grow Your Own" grant participants (facilitator, mentor, mentee, Education Academy Instructor and students) will complete a program evaluation. A "mini" graduation ceremony will take place to celebrate the successful completion of program requirements for all grant recipients.

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.

Project evaluation data will include feedback from the grant recipient, grant mentors, grant facilitator and ACP coach (as applicable). Data will be assessed for benchmarks of qualitative and quantitative learning in the areas of identifying, analyzing, and critiquing the instructional and behavior support strategies that affect the learning for a typical, atypical, and gifted student, curriculum competency and global ability to perform successfully within a classroom and total educational establishment. An assessment rubric will be utilized to identify instructional and behavioral support strategies that will include the participants identified areas of refinement and reinforcement. The assessment rubric will include four domains- Learning Environment, Instruction, Professionalism and Planning. Rubric domains will include dimensions similar to those utilized in the current TTESS Evaluation and Support System. Finally, the rubric will include four performance levels-Fails to Demonstrate, Emergent, Satisfactory, and Excels. Improvement goals will be established after program participants are evaluated each quarter. In addition, each quarter, program candidates will complete a self-assessment form that will include successes in the teaching placement, recognized needed areas for future growth and development and next steps to achieve growth in the areas identified.

If 20% or more of the candidates receive a "fails to demonstrate" rating in any of the dimensions included in the rubric, an investigation will take place to determine whether or not program deficiencies exist. All grant stakeholders will meet to discuss program audit data and modifications will be made to program curriculum to ensure that program requirements can be successfully achieved by the participants selected if applicable. Self-assessment forms for all participants will also be scrutinized to determine if program participants are able to cite more successes for their individual placements over recognized areas of need.

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.

Stafford MSD established a College and Career Center in 2013-2014. One of the 13 academies included is the Education and Training Academy. The following courses are currently offered:

Principles of Education and Training	Semesters 2	Credits 1	Human Growth and Development	Semesters 2	Credits 1
Lifetime Nutrition and Wellness	Semesters 2	Credits .5	Interpersonal Studies	Semesters 2	Credits .5
Interpersonal Studies	Semester 1	Credits .5	Instructional Practices in Education	Semesters 2	Credits 2
Practicum in Education and Training	Semester 2	Credits 3			

The teacher of record for the Education and Training Academy is a 23-year veteran. She has been employed with SMSD for 18 years. Students are recruited by the teacher of record and must show interest in education as a career choice. The Education Academy students (along with the instructor) established a Texas Association of Future Educators (TAFE) student organization school chapter this school year (2017-2018). Education Academy students attended the TAFE Convention that took place at Sam Houston State University in Huntsville, Texas. Since the charter is newly established, the students observed this year and are already planning to compete at the TAFE Convention in 2018-2019.

Course offerings and student testimonies have helped to build excitement and investment in the Education Academy. One of the most popular programs offered is the "Ready or Not Tots" program. The "Ready or Not Tot" program provides the Education Academy students enrolled in Human Growth and Development with as close to a real-life experience on teen parenting as can be had in an educational setting, by using lifelike infant simulator. Each newborn-size simulator demands multiple types of care and cries unpredictably around the clock. It requires attention more than 20 times (episodes last 5 to 30 minutes) and offers three 48-hour program settings. The simulator alerts the teacher to abuse and tampering, teaches SIDS prevention by crying if placed face down, and features a "panic" key that quiets the model without discontinuing the simulation. Students "adopt" their baby from the nursery on adoption day. They receive a birth certificate with all the vital information, name, birthdate, height, and weight. Students also receive all of the accompany supplies, bottle, clothing, carrier and diapers, to care for their baby. The adoption period lasts 72 hours where the student must provide total care for their baby. They complete a chart listing the care they provided and how long the care took, as well as any personal thoughts or observations about what they are doing. The project is a wonderful way to teach young people that parenting is a 24 hour, 7 days-a-week, lifelong commitment.

Education students also enjoy weekly opportunities to visit Primary and Elementary classrooms. Academy students assist young Spartans, who may be struggling in the areas of reading and math. The one to one tutoring experience allows Academy students the opportunity to develop communication skills, prepare teaching enrichment activities, and assist the classroom teacher in a real time classroom setting.

In November of 2017, the citizens of Stafford approved a bond package that included the development of a three-year old Early Childhood Learning Center projected to open by 2020. Senior students from the Education and Training Academy will be hired in intern positions to work with young Spartans. The interns will assist with teaching skill development in reading, writing, and math as well as instruction in socialization skills.

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. Grow Your Own Grant Facilitator stipend	800
2. Grant Recipient Mentor stipends (10 @ \$750.00)	7,500
3. Material Costs-course materials-binders, papers, pens, highlighters	500
4. Required travel (TAFE teacher and student memberships/event conference participation)	2,490
5. Tuition for grant recipients (\$300.00 per college hour x 24 (hours)x 4 (grant recipients)	28,800
6. Certification cost for grant recipients (ACP or EPP) (\$4500.00 x 8)	36,000
7. ETS certification fee (\$291 x 10) (content and PPR)	2,910
8. Attorney fee for MOU agreement	1,000
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Total grant award requested	80,000

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.

10

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.

Stafford Municipal School District will begin the identification process by running a data-based eligibility screening through our data management systems, TxEIS, Frontline/AESOP and Winocular. Parameters for the screening will identify an initial list of candidates who work as paraprofessionals, instructional aides, or substitute teachers who have been employed by the district for at least two years and who have either a bachelor's degree or are within one to 1 ½ years of finishing their bachelor's degree. This preliminary list will then be forwarded to campus administrators for professional recommendations for screening purposes. Campus administrators will be asked to give feedback on job performance and evaluation history for each candidate and to share their professional opinion on the candidate's dedication to the district. Activities such as self-initiated professional development, involvement in campus committees and volunteer history that will include for consideration participation in extra-curricular functions such as fundraisers, tutoring, clubs, and coaching will be given both weight and merit.

After the initial screening process has taken place, remaining candidates will be approached with an opportunity to express interest in participating in the Grow Your Own initiative. Program candidates will have the opportunity to submit a letter of intent and statements from personal and professional references. In addition, candidates will need to include in their letter of intent including a declaration of content area(s) they wish to pursue. Declared content areas that match with SMSD's hard-to-fill certification needs (CTE, Science, Math, LOTE, and Special Education) will be given the highest consideration on the screening rubric. Campus vacancy reports that include details regarding long-term substitutes along with certification reports from SBEC that include current teacher certifications will be used to determine hard-to-fill certification needs for Stafford MSD. Currently, SMSD's student ethnic distribution is 46% Hispanic, 41% African American, 7% Asian, 4% White and 2% Two or More Races. SMSD's teacher ethnic distribution includes 19.4% Hispanic, 40.2% African American, 9% Asian, 28.5% White, 1% American Indian and 1.9% Two or More Races. Quantifiable student and teacher data supports a district effort to increase the number of Hispanic teachers; the Grow Your Own grant opportunity will further assist the district in striving to obtain a teacher population that mirrors that of the student population.

The final candidates will be presented with a Memorandum of Understanding for signature that will commit them to two years in the Grow Your Own program and an additional three years of service as a full-time teaching professional with Stafford Municipal School District. Successful completion of all program requirements will be mandatory or participation as a grant recipient will be terminated. Any funding received by grant recipients will be returned to the district and all legal requirements will be met to ensure funding is returned to the appropriate source as needed.