



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
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 **Sweeny ISD** CDN or Vendor ID **746002347** ESC # **4** Campus # [redacted] DUNS # **171602704**

Address **1310 Elm Street** City **Sweeny** ZIP **77480** Phone **979.491.8000**

Primary Contact **Tory C. Hill, Superintendent** Email **tchill@sweenyisd.org**

Secondary Contact **Amy L. Pope, Director of Teaching and Learning** Email **apope@sweenyisd.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 **T.Hill/Superintendent** Signature  Date **03/09/18**

Grant Writer Name **LaBonne Casey** Signature  Date **03/09/18**

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

701-18-106-072

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
Campus Improvement Plan-Increase enrollment in CTE courses as well as opportunities for students to earn CTE certifications.	Based on student interest, Sweeny High School will offer an education pathway with a minimum of Instructional Practices and Practicum in Education that will allow a student to earn an Endorsement in Public Services in Education and offer dual credit opportunities.
District Improvement Plan-Increase student participation and successful completion in Career and Technology courses/pathways.	Implementing an education program that is driven by an instructor that is a champion of continued education and understands the importance of the Grow Your Own program and the benefits to the district by promoting the number of Sweeny graduates that work in the district, targeting teaching positions.
Continued Education-Based upon the recent staff survey, 38 respondents want to pursue further education with 31 wanting to seek a Master's Degree.	Support SISD teachers by applying for the grant and helping implement the instructional practices course as part of the Education Pathway.

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.

The summative goals include: implementation of a robust education pathway and recruiting the Master's level "champion" to formulate concrete plans; developing a dynamic CTSO program and utilize the program as a strong promotional tool which attracts other students to become involved with the program, enhancing perceptions and assisting in the sustainability goals. by Fall 2018; targeted recruitment to increase student participation to equal or exceed the 5% average of students interested in pursuing education while also being reflective of the schools diversity by the Fall of 2019; and ; : By 2020, have 3 students graduate with a Public Services Endorsement in Education and Training; The graduating class of 2021 education students reflect the diversity of the class of 2021 Sweeny HS graduates. Increase the number of students graduating with a Public Services Endorsement in Education and Training to 8 per year by 2023;

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:

Master's Candidate will enroll in graduate classes.
 Instructional practices instructor has chosen which CTSO and it's implementation, including training and recruiting.
 Education students recruited and enrolled in class.
 Recruiting teachers/mentors for students' field experience.
 Quarterly focus groups to include students and field experience classroom teachers, led by Master's Candidate to monitor progress.
 Monitor enrollment., including diversity.

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

Master's Candidate advancing in their degree coursework.
 CTSO activities underway, including recruiting, setting goals, calendar, conference, and competitions.
 Quarterly Focus group to include students and field experience classroom teachers, led by Master's Candidate to monitor progress.
 Monitor enrollment, including diversity.

Third-Quarter Benchmark:

Students are gearing up for competition.
 Students assigned field experience teacher.
 Quarterly focus group to include students and field experience classroom teachers, led by Master's Candidate to monitor progress.
 Monitor enrollment, including diversity.

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.

Sweeny ISD will utilize a CTE Management team as the hub for monitoring attainment of goals, for grant-related information and communication. Comprised of the Director of Teaching and Learning, CTE Director, Masters Level teacher applicant, at least one parent of a participating student, and field experience classroom teachers. The team will collect data, monitor grant objectives, and monitor progress reports on the goals and objectives. The team will coordinate grant activities, communication of progress, obstacles to progress and strategies for overcoming the obstacles. The team will serve as the conduit for continuous improvement. The Masters level candidate will hold quarterly focus group meetings with students and field experience teachers to collect qualitative and quantitative data. Communications will also be used for evaluative purposes.

Masters Candidate is responsible from the outset for establishing data collection protocols and procedures.

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.

Sweeny ISD will build on the momentum of the last year, in which a focused effort for students to gain industry experience and certification to be college and career ready in the Education pathway. Brazoria County will need hundreds of new teachers over the next ten years and a robust high school to college Education and Training Career Clusters will be needed to meet that challenge.

Spring 2015-2016 School year-8th grade students given Education option in selecting 4 Year Career Plans, and 8 students have indicated interest.

March-May 2016-Education Pathway-created the following pathway with preparation time allowed to develop the program and find a teacher for the 11th & 12th grade classes. Courses include:

- Principles of Information Technology
- Professional Communication/Lifetime Nutrition and Wellness(current)/ Human Growth and Development (Planned 2020)
- Instructional Practices
- Practicum in Education

The following have chosen Education on their 4 year plan for the 2018-2019 school year:

8th Graders-6; 9th Graders-4; 10th Graders-4; 11th Graders-1.

With grant approval, Sweeny ISD will be able to offer instructional practices to 5 students in the Fall of 2018, and a minimum of 4 students with a chance to recruit more for 2019. In 2019, we have the ability for 4 of those students to take practicum in Education, resulting in these students earning a Public Service Endorsement in Education.

January-February, 2018-Collect data on Education Pathway. Identify Grant participants. Create grant participant project and rubric for selection process.

March 5th-Participant project due for evaluation and selection process of winner.

April-Grant awarded and Teacher of Record announced and recruitment of additional students for Instructional Practices class. Identify and recruit Elementary and Junior High teachers to the program to provide mentoring to students and opportunities for field work as required in Instructional Practices & Practicum of education courses.

June 12-14-Master's candidate attends required TEA Teacher Institute. Principal and Counselor attend 1 day.

Steps to start a CTSO chapter at Sweeny High School:

Approval from the School Administrator.

Master's level candidate to lead the CTSO activities and recruit attendance for the Teacher leader workshop training.

Solicit support from fellow members and teachers.

Register with national affiliate, download handbook

Recruit core students, assemble membership information.

Draft A Constitution, set chapter goals, plan a tentative calendar, prepare a budget.

Regional Conference

Chapter Involvement-Conferences and Competitions.

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 13,000.00

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 1 times \$3,000 3,000.00

Funding Request

Pathway 1 13,000.00

Pathway 2

Pathway 3

Education and training courses 3,000.00

Total grant funds requested 16,000.00

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. As detailed on page 5, of the grant application:	
2. Master's	10,000.00
3. CTSO stipend	3,000.00
4. Professional Development Stipend	3,000.00
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25. Total funds requested	\$16,000.00
Total grant award requested	

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.

Master's-1 Applicant

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 process for identifying the single master's level applicant will, in addition to the above potential indicators, (demonstrated track record of measurable student achievement, involvement in student organizations, strong evaluation ratings, recommendations from colleagues) include the potential indicators:

- | | |
|---|--|
| Can tolerate a high degree of autonomy. | Can be flexible with modifications |
| Can implement curriculum with fidelity. | Will promote the continuous use of student data. |
| Can build collaborative relationships. | Strong mentoring capacity. |
| Strong student growth. | Ability to engage external partners. |
| Must hold a TX teacher's certificate. | Must be employed as a teacher. |
| Must not hold a Master's Degree in Education or have 18 hours or more in education courses at the graduate level. | |

The steps in the recruitment strategy by which the applicant was considered follow:

- Survey distributed to identify the interest level and needs of staff.
- Potential Indicators used to identify the best applicants.
- Experience, proficiency; and field experience given additional credit in the recruitment scoring.
- Extra consideration to those individuals who mirror the student population.
- Extra consideration to those individuals who are in traditionally hard to staff areas.
- Project assigned to applicants to determine their critical analysis skills.
- Filtering applications by score on project and interview answers.

The Memorandum of Understanding sets the terms and understanding between the Superintendent of Sweeny Schools and the Master's Candidate. The components include the background, the purpose which identifies the scope of work Sweeny ISD will undertake to implement all elements of TEA's Grow Your Own Grant; the applicant's obligations and finally, the commitment for the candidate to remain in the employ of Sweeny ISD for the next five years. The duration of the MOU is dictated by the agreed upon five years of employment, a requirement for the grant recipient. The master's Applicant will commit to a five year term of teaching.

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.

The IHE, Brazosport College, has an established, decades long relationship with Sweeny ISD for providing dual credit classes. The process of partnering with Brazosport College is highly efficient, with a Memorandum of Understanding in place that defines and delineates all components of the relationship, and the relationship is functioning well. Brazosport College has demonstrated their commitment to Sweeny ISD, by their additional role of substantial support in the Petrochemical Academy, funded by community industry partners. Brazosport College is heavily invested in the Sweeny ISD vision, because as the local college, they are invested in the career and college readiness of our mutual students.

The intended timeline to develop the dual credit partnership by the time of the successful completion of the applicant's master program follows:

Brazosport College articulation agreement is reviewed yearly.

May, 2018-Master's Applicant to enroll in summer courses

May, 2020-Master's Applicant to earn their Master's degree

March, 2020-Articulation Agreement

April, 2020-Articulation Agreement executed

Fall, 2020-Dual Credit classes in Education and Training to be offered at Sweeny ISD.

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.

The profile of students targeted for the Education and Training Dual Credit Courses offered at Sweeny ISD will include the following:

Those students who are under- represented in advanced classes.

Those students who rank in the upper two quartiles of their class

Those students who are qualified to take dual credit courses.

Students who desire to make a difference.

Students who like to work with children.

Students who have been inspired by teachers.

Students who can embrace the variety of challenges.

The availability and offering of the course will be promoted within the general student population. Additional promotions include the Let's Talk-Community Connections (meeting for parents) announcement in the local newspaper, social media including the school website, Facebook, and twitter, official Sweeny publication, Sweeny Pride.

Further promotion will take place through the CTSO as the conduit for promoting events, competitions, and camaraderie. The organization will explore the teaching profession and its' opportunities and responsibilities; strengthen the image of teaching; encourage participation for all demographics, and provide basic knowledge and hands-on experience that will keep students on the education pathway.