



**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  
 1701 N. Congress Avenue  
 Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED  
 TEXAS EDUCATION AGENCY  
 2018 MAR 13 AM 8:05  
 DOCUMENT CONTROL CENTER  
 GRANTS ADMINISTRATION

**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 **Region One Education Service Center** CDN or Vendor ID **108950** ESC # **1** Campus # [ ] DUNS # **010531333**  
 Address **1900 W. Schunior St.** City **Edinburg** ZIP **78541** Phone **(956)984-6036**  
 Primary Contact **Dr. Andrea Cruz** Email **acruz@esc1.net**  
 Secondary Contact **Connie Lopez** Email **clopez@esc1.net**

**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 **Dr. Cornelio Gonzalez, Execu** Signature *Dr. Cornelio Gonzalez* Date **02/26/2018**

Grant Writer Name **Dr. Andrea Cruz** Signature *Andrea Cruz* Date **02/26/2018**

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

**701-18-106-073**

**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
Partner districts express a shortage in the qualified teacher pool of applicants for positions of teachers in high need areas (e.g. Core, SPED, Math, Science, Bil/ESL)	Identify and select candidates in partner districts that meet state and program requirements. Implement education and training practices and/or practicum, and student organizations, and Student Leadership Series, a series of talks, featuring educators and centered around education as a possible career path.
Partner districts, especially those that are small and/or rural, express issues with retaining qualified teachers.	Interns will participate in Region One's educator preparation program which has a record of developing well-prepared teachers. Candidates will be supported by a field supervisor, through additional observations and feedback, principals and mentors who will receive impact coaching training, and trained mentors.
Partner districts express the need for quality preparation and support for teachers so that students are taught by effective teachers.	Provide support and prof. development (pd) through, obs and feedback, sessions that include classroom mgmt, students of poverty, ELL/ELPS, differentiated instruction (inst.), reading, dev. theory, data driven practices and inst. strategies, special pops, and inst. tech integration, and interventions as needed.

**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.

Region One Education Service Center (ESC), in collaboration with partner districts, will increase the number of available teachers in traditionally hard-to-staff areas. Areas to be targeted are special education, bilingual/ESL, and core content areas, as identified by each partnering district. By the end of the 2019-2020 school year, it is the goal to increase the local teacher candidate pool in each partnering district by 5-10% to meet district needs. This will be accomplished by providing professional development and support through Region One's alternative certification program, Project P.a.C.E., which aims to produce well-prepared and certified teachers for partnering districts.

**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:

Partner districts will report number of participating paraprofessionals/instructional aides/long-term substitutes selected to be part of the grant by teacher shortage area as determined by state, Project P.a.C.E. (Prepare and Certify Educators), and district selection criteria.

Participants working towards a bachelor's degree will submit documentation of completion of college hours by semester. Documentation of grant participants admitted into Project P.a.C.E. will be on file.

Districts will prepare to offer Education and Training courses, Instructional Practices and/or Practicum in Education and Training, as evident in high schools' master schedules. Student recruitment process will begin in all partner district high schools and initiation of Career and Technical Student Organization (CTSO) as shown during registration process.

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

Partner districts report number of hired paraprofessionals/instructional aides/long-term substitutes selected to be part of the grant by teacher shortage area.  
 Documentation of progress of enrolled participants in educator preparation program and observation(s) of intern with feedback from field supervisor will be on file. Scheduling of Impact Coaching training for principals and mentors.  
 Participants working towards a bachelor's degree will submit documentation of completion of college hours by semester.  
 Documentation of student enrollment in Instructional Practices and/or Practicum in Education and Training courses in all partner district high schools. Establishment of CTSO and scheduled event. Scheduling of Education and Training Teacher Roundtable meetings (one per semester) and Teach Texas Student Leadership Series.  
 Connect with district contacts and participants regarding progress and needs.

**Third-Quarter Benchmark:**

Partner districts report number of hired paraprofessionals/instructional aides/long-term substitutes selected to be part of the grant by teacher shortage area.  
 Documentation of progress of enrolled participants in educator preparation program.  
 Participants working towards a bachelor's degree will submit documentation of completion of college hours by semester.  
 Completion of six observations, more than required, of intern with feedback from field supervisor. Completion of Impact Coaching training for principals and mentors.  
 Documentation of student enrollment in Instructional Practices and/or Practicum in Education and Training courses in all partner district high schools. Completion of CTSO event. Completion of Education and Training Teacher Roundtable meetings and Teach Texas Student Leadership Series. Connect with districts and participants regarding progress and needs.

**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 P.a.C.E. will continue to recruit candidates in hard to fill areas with weekly, and as needed, information sessions for districts and the community.  
 Program staff will monitor progress of candidates completing their bachelor's degrees through semester progress checks.  
 Participants working towards bachelor's degrees will be met with by district and/or Project P.a.C.E. staff, when necessary, to discuss progress and strategies for completion.  
 Content exam review sessions will be planned as needed to target hard to fill areas.  
 Program staff will meet with district administrators, as needed, to discuss barriers for hiring candidates. Additional supports such as interview skills meetings with candidates, mock interviews, and additional resources such as resume preparation and coaching, may be provided based on needs.  
 Participant progress in program hours will be documented and participants that are not being successful in their assigned position will be provided with additional interventions that may include, additional mentor and field supervisor support, co-teaching opportunities, peer observations, support and feedback through pre- and post-observation conferences, professional development opportunities in the areas of need, informal or formal intervention plan, and/or additional opportunities for continued professional development.  
 Additional Education and Training Teacher support will be provided, as needed, through additional roundtable meetings and/or professional development.

**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.

Districts/campuses currently offering the Instructional Practices Course and Practicum in Education Course will continue to do so.

Districts/campuses who do not currently have education training courses will offer the courses during pre-registration time in the Spring of 2018. Campuses will analyze the course request numbers and based on data, will schedule the required number of class sections. District high schools will collaborate to ensure education and training courses are offered at each high school and accessible to all students.

Districts will collaborate with their CTE departments to ensure participation in a CTSO (TAFE/FCCLA) chapter and competition.

Region One ESC's Project P.a.C.E., with guidance from and in collaboration with the Region One ESC CTE specialist, will support the establishment and continuation of Education and Training courses being offered at partnering districts' high schools. Teachers of Education and Training courses, Instructional Practices and/or Practicum in Education and Training and Career and sponsors of Technical Student Organization (CTSO) will be supported by Region One ESC through the facilitation of a Roundtable discussion, held each semester, to share best practices and resources amongst partnering districts. A student leadership series, featuring Region One ESC educators, will be hosted by Project P.a.C.E. to target high school students and encourage participation and develop their interest and understanding of education as a possible career path.

**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. Certification Educator Preparation Program (Project P.a.C.E.) Fees	385,263
2. Bachelor's Degree Stipend and Certification Educator Preparation Program (Project P.a.C.E.) Fees	468,564
3. Indirect Costs	48,173
4.	
5. Education & Training Courses Implementation and CTSO	57,000
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
Total grant award requested	959,000

**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.

119

**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.

Region One ESC, in collaboration with partnering districts, will identify candidates currently employed in our school districts to address districts' hard to staff areas and diversity of student population. Information sessions about the educator preparation program and grant opportunities will be held, weekly during April and May by Project P.a.C.E. staff to recruit potential candidates. Selection of grant participants will be based on the following process.

1. Candidates must have the following criteria met to qualify for the Grow Your Own Grant Program.
  - a. Hold a Bachelor's degree or be within their last 25 hours of college coursework
  - b. 2.5 cumulative GPA/2.75 GPA on last 60 hours
  - c. Pass all pre-admission content tests prior to formal program
  - d. Cannot have taught for three or more years
  - e. Recommendation from supervisor and character reference from professional colleague
  - f. Positive results on most recent evaluation
  - g. Show involvement in school activities
  - h. Desire to teach in a hard to staff areas (core, sped, bilingual/ESL)
2. Interested parties will complete an application which originates with the educator preparation program, but which may include district input/needs.
3. Interested parties will submit a signed agreement form describing the requirement to remain in the home district for two successful years of teaching, upon employment.
4. Districts will review the applications and screen candidates based on needs of the district, state and commissioner goals, and program requirements. Districts may conduct a preliminary interview with a selection committee if numbers require an additional screening process.
5. District recommendations will be submitted to Region One ESC grant representative.
6. Region One will review admission requirements and conduct a program interview. Region One ESC's Educator Preparation Program, Project P.a.C.E. reserves the right to admit only candidates into the program based on state and program requirements.
7. Qualifying candidates will be invited to formal admission into Project P.a.C.E. and participation in grant activities and requirements

## Shared Services Arrangement Attachment

Fiscal Agent	County-District Number
Region One ESC	108950
<b>Member LEA</b>	
Edcouch Elsa ISD	108903
Excellence in Leadership Academy	108809
Hidalgo ISD	108905
La Joya ISD	108912
La Sara ISD	245901
La Villa ISD	108914
Mercedes ISD	108907
Mission CISD	108908
Raymondville ISD	245903
San Benito CISD	031912
San Isidro ISD	214902
San Perlita ISD	245904
Santa Maria ISD	031913
Vanguard Academy	108808
Webb CISD	240904