



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
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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 **Richardson ISD** CDN or Vendor ID **057916** ESC # **10** Campus # [REDACTED] DUNS # **041089253**
 Address **400 S. Greenville Ave.** City **Richardson** ZIP **75081** Phone **469-593-0000**
 Primary Contact **Sandra Moore** Email **sandra.moore@risd.org**
 Secondary Contact **Kim Fuller** Email **kim.fuller@risd.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 **Kim Fuller/ED Title Support** Signature *Kim Fuller* Date **3-6-18**

Grant Writer Name **Sandra Moore** Signature *Sandra Moore* Date **3-6-18**

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

701-18-106-075

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
Increase percentage of diverse high school students enrolled in dual credit education classes from 0% to 70%.	This need will be addressed by providing stipends and support to teachers of Education and Training courses obtaining Master Degrees which will enable the teachers to become adjunct professors and the district to offer dual credit education courses to an increasingly diverse student population.
Increase percentage of paraprofessionals/substitutes transitioning to certified teachers from 10% to 20%.	This need will be addressed by providing stipends and support to paraprofessionals/substitutes through their bachelor's degree and teacher certification programs.
Change declining perception of the teaching profession by increasing student participation in TAFE from 80 students to 115 students across the four high schools.	This need will be addressed by providing funds for TAFE recruitment and participation in local, state, and national events.

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.

Pathway 1: By May 2020, RISD will have dual credit Teaching Internship programs at all four high schools, taught 100% by district adjunct professors, where students from diverse backgrounds earn dual credit toward a degree in teaching as measured by meeting two district goals, 3 college credit hours, and CTE certification before high school graduation. RISD currently has a 70% diverse student population.

Pathway 2: By May 2020, RISD will have an established pipeline for supporting paraprofessionals and/or substitutes, who are actively seeking a degree in the field of education and/or certification as measured by the increased percentage of applicant paraprofessionals and substitutes to 20%.

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:

May 2018 - October 2018

Pathway 1: All four high schools will offer Principles and Practicum in Education and Training courses and participating Teaching Internship teachers have been accepted into a Master's degree program, signed a MOU with the district for an agreed length of time and received proportional distribution of awarded funds aligned with university tuition guidelines.
 Pathway 2: Participating paraprofessional and/or substitutes will be actively pursuing a bachelor's degree and/or a certification program.

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

October 2018 - April 2019

Pathway 1: All four high schools will be active and competing in Texas Association of Future Educators (TAFE) and participating Teaching Intern teachers will be progressing in coursework at the IHE.

Pathway 2: Participating paraprofessional and/or substitutes will be progressing in a bachelor's degree and/or a certification program as measured by passing grades in their coursework.

Third-Quarter Benchmark:

April 2019 - October 2019

Pathway 1: Letter of intent to graduate with a Master's degree from each teacher participant's IHE and plans to offer dual credit as a student course selection opportunity for the 2020-2021 school-year in partnership with Richland College. Continued active participation of Teaching Internship students in TAFE, including state and national qualifiers.

Pathway 2: Participants will have obtained a letter of intent to graduate with a bachelor's degree and/or at minimum a statement of eligibility to become a certified teacher as measured by passing their required state certification tests.

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.

Pathway 1: Measurable indicators will include the number of teachers pursuing the M.Ed. as part of the grant, number of students of color enrolled at each of the four high school campuses in the education and training courses offering dual credit, and the number of students competing at state and national TAFE competitions.

If any of the SMART goal indicators are missed in the first quarter, the district will provide a central-level mentor to support each of the four high school Teaching Intern teachers and ensure a cohesive partnership aligned with the District Improvement Plan and grant goals.

If any of the SMART goal indicators are missed in the second quarter, the district utilize the TAFE state director to provide additional guidance and resources and request a TAFE teacher leader mentor for each of the high school campuses in need.

If any of the SMART goal indicators are missed in the third quarter, the district will re-brand the Grow your Own program and rewrite the program guidelines to increase student interest and enrollment in the Practicum courses as well as re-evaluate the teacher intern coordinators at each campus.

Pathway 2: Measurable indicators will include the number of paraprofessional and long-term substitutes enrolled in a bachelor's degree and/or certification in teaching.

If any of the SMART goals are missed in the first quarter, the district will assign a content specific teacher mentor to support and assist participants in their coursework.

If any of the SMART goals are missed in the second quarter, the district will provide extensive in-house tutoring support and test preparation.

If any of the SMART goals are missed in the third quarter, the district will reevaluate selection criteria and program components to determine actions moving forward.

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.

RISD will offer a Teaching Internship (TI) program designed to provide career explorations in child-related fields for high school juniors and seniors. The course will furnish instruction in the principles of child development and teaching in an elementary or junior high school setting (known as the internship), in which the student will intern as a teacher assistant in order to gain practical hands-on experience working with children.

The structure of this class will be a two-hour block. First year students in the program will be in class at the designated high school on Monday and Friday, and at their lab site (assigned partner school) Tuesday, Wednesday, and Thursday. Second year interns will be at their lab school four days a week, Monday through Thursday and Friday they will be at their designated high school for instruction. On lab days, the intern is to be at their placement school. In addition to traditional class work, Teaching Internship students will complete lessons, activities and observations as a part of this class. The Intern will work with the cooperating teacher in planning and executing these lessons. The Teaching Internship students will be given a timeline in which the topic/TEKS of the lesson is determined along with the date the lesson will be taught. This will be signed off by both the cooperating teacher and the TI teacher at the high school.

By following the stipulations as outlined below, students will earn a letter of invitation, upon the successful completion of the Teaching Internship Program from the Richardson ISD Human Resources Department, for a future teaching position. During the Teaching Internship Program students must: pass each grading period with a 80% or better at the end of each semester, earn an A in citizenship each grading period, not have received administration discipline causing a suspension, complete the teacher internship course in good standing and have earned no probationary periods, be an active TAFE member by completing TRAFLES (Teaching/Training, Recreation, Appreciation, Fundraising, Leadership, Educational Awareness, and Service) complete all requirements for the Teaching Internship course.

When the above criteria is met, students who have earned a college degree and have become fully certified to teach, will be guaranteed a teaching position in the RISD if a vacancy exists and have meet all of the RISD employment requirements. Students must return to RISD within five years of graduating from high school.

Students in the Teaching Internship Course will:

- Gain a better understanding of self and children.
- Recognize physical, social, intellectual and emotional characteristics of children.
- Recognize family and societal changes as they affect children.
- Become aware of laws, regulations and policies affecting childcare in our community and state.
- Apply teaching methods and techniques in internship placement.
- Assist cooperating teacher with teaching responsibilities.
- Recognize, create and maintain a safe, healthy and happy learning environment.
- Recognize and create experiences for children, which will build a positive self-concept and enthusiasm for learning.
- Observe and record information about children's development and behavior to use as a learning tool.
- Develop, build and practice using acceptable guidance skills with students.
- Communicate effectively with children, coworkers and parents. (written, verbal, non-verbal & electronic)
- Establish rules and handle daily routines with the students in the classroom, playground, halls and restrooms.
- Help to promote good nutrition and food habits in students of all ages.
- Study/observe students at play, how to supervise play and how to select appropriate equipment.
- Become familiar with the characteristics, responsibilities and duties of a teacher.
- Create and execute lesson plans.
- Create teaching materials to be used in the classroom such as the following:
 - Bulletin Boards, Learning Station, Folder Activity, Poster/Display

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 3 times \$13,000 39,000

Pathway 2

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

Number of participants pursuing BA and certification 3 times \$11,000 33,000

Number of participants pursuing certification only 4 times \$5,500 22,000

Total of above two lines 55,000

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 4 times \$3,000 12,000

Funding Request

Pathway 1 39,000

Pathway 2 55,000

Pathway 3

Education and training courses 12,000

Total grant funds requested 106,000

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. Participation tuition cost for Masters degrees	30,000
2. Student travel, competitions, and supplies to complete grant requirements	12,000
3. Participation tuition cost for Bachelors degrees & mentor support fees	33,000
4. Certification program cost & mentor support fees	22,000
5. Staff administrative cost, including training, supplies, and travel	9,000
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Total grant award requested	106,000

**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.

Three teachers will participate in the program and receive the stipend.

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.

Richardson ISD (RISD) will identify eligible certified teachers that do not hold a master's degree or have 18 or more hours in education courses at the graduate level through a competitive application process.

Participants will be selected based upon the highest scores for the following indicators:

1. Prior student achievement within the Education and Training cluster – 20pts;
2. Proficient or higher TTESS evaluation – 20pts;
3. Recommendations from their campus principal and CTE Director – 20pts;
4. Teacher participation/commitment to supporting TAFE and/or other student organizations – 20pts;
5. Previous teaching experience – 10pts; and
6. Involvement on collaborative CTE team – 10pts.

The district will conduct a comprehensive review of hiring patterns related to hard-to-staff areas, teacher diversity, and the number of vacancies over a three year span in order to identify potential participants for this program. RISD's short term goal is to increase the diversity of teaching staff from 34% to 39% with a long term goal of 70% diverse teaching staff to more closely match the diversity of our student population. Our objective is to create ethnic, cultural, and socio-economic background diversity within all content areas and specifically hard-to-staff positions by identifying and recruiting future diverse staff out of the Teaching Internship Program.

Upon entry into the program and as a condition of receiving the stipend the teachers will sign a Memorandum of Understanding (MOU) which will require the teacher to remain in the district for 5 years (2018-2023) and complete course work necessary to meet Richland College's requirement as adjunct faculty to teach RISD Dual Credit Courses. The MOU will also require the recipient to remain on-track according to benchmark measures as outlined in the grant.

In partnership with Texas Women's University, RISD will develop a Master's degree plan for our Teaching Internship program teachers. However, the recipient may select to attend another IHE as long as the university meets the requirements as outlined in the grant. (Master's degree with 18 hours in the related field.)

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.

Richardson ISD has an ongoing dual credit partnerships with several institutions. The major partners are the Dallas County Community College District as well as the University of Texas. Students have the option to take dual credit courses at one of the local colleges in person, online, or at their high school campus. This year, more than 1,000 active dual credit seats are being provided for students. The primary method for providing dual credit is through credentialing of Richardson ISD teachers. For example, eleven Richardson ISD work-based education teachers have been credentialed to teach dual credit and more than 250 students are enrolled in such courses this year. Students earn and transfer dual credit efficiently because this course aligns with the education program of study and meets the requirements of the Texas Higher Education Coordinating Board Texas Common Course Number System. Students will be able to gain dual credit for high school education practicum courses that will align with the college course Education 1301. Currently, one of our teachers has a Master's degree and her transcript is being evaluated to grant a credential to teach Education 1301. Upon successful completion of the Master's program, teachers in this grant cohort will be approved to provide dual credit the subsequent year.

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.

Beginning school year 2018-2019, all four high schools will offer the coherent sequence of courses in the Education and Training cluster; Principles of Education and Training, Human Growth and Development, Practicum in Education and Training 1 & 2.

We plan to target students who reflect our diverse student population by: 1. After completing the Naviance Career Cluster Survey, seventh grade students who show a desire in the Education Cluster will be identified. 2. As eighth graders, the identified students will meet with counselors to discuss the Education Cluster offerings and the RISD Grow Your Own program.

Recruitment opportunities at each RISD campus include eighth grade school campus visits, parent informational night, and Teaching Internship students visit 10th and 11th grade classrooms to share program offerings, benefits, CTSO involvement, Grow Your Own Teacher program open contract and dual credit options.

The central CTE department will work with the CTE principal and counselors at each high school campus to identify students of color for this cluster and a counselor will be identified at each campus to oversee and support these students in this pathway.

RISD Human Resources staff will work in collaboration with the Teaching Internship teachers to market and maintain enrollment in the course by using social media and in-person recruitment.

RISD Career and Technical Education department will work with Human Resources and the Teaching Internship teachers in order to highlight the benefits of program completion and pursuing a career in education.

TAFE (Texas Association of Future Educators) will be the CTSO for the Education Cluster at all four campuses. This will provide leadership and competitive opportunities at the local, regional, state and national level.

**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.

RISD will identify seven paraprofessional and/or long-term substitutes to participate in this GYO program.

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.

Richardson ISD (RISD) will identify eligible participants that do not currently hold a Texas teacher certification and that are core complete in undergraduate work for the Grow Your Own Program (GYO) through a competitive application process. Participants will be selected based upon the highest scores for the following indicators: 1. Current education status and GPA (must be able to complete bachelors/teaching program within grant timeframe) – 20pts; 2. Goal is to become a bilingual teacher or to teach in other hard to staff teaching field – 20pts; 3. Recommendations from district employees on campuses where they have served in the capacity of assisting certified teachers in instructional activities – 20pts; 4. Application impact statement – 20pts; 5. Previous experience – 10pts; and 6. Length of time in the district as an aid or long-term substitute – 10pts. All full time paraprofessional and long term-substitutes are eligible to apply for the GYO program. The GYO program will provide tuition assistance to participants for classes taken for academic credit as part of an approved degree plan to become a certified teacher or to attend classes for an alternative certification program.

The district will conduct a comprehensive review of hiring patterns related to hard-to-staff areas, teacher diversity, and the number of vacancies over a three year span in order to identify potential participants for this program. RISD's short term goal is to increase the diversity of teaching staff from 34% to 39% with a long term goal of 70% diverse teaching staff to more closely match the diversity of our student population. Our objective is to create ethnic, cultural, and socio-economic background diversity within all content areas and specifically hard-to-staff positions by identifying and recruiting future diverse staff out of the GYO Program.

RISD will develop a partnership with a local alternative certification program to help facilitate onsite certification classes within the district. RISD will seek to establish a partnership with a local university to develop a teacher pipeline. As part of the RISD Grow Your Own Program, the RISD accountability department will conduct a survey of participants. The survey will be designed to collect data regarding participants' experiences in GYO, including participants' progress through the program, their utilization of

supportive services, their level of community engagement, and common challenges they have experienced. Survey data will yield valuable information regarding the needs of participants and the extent to which these needs are currently being met by the GYO program. RISD will provide support services which will include academic support (e.g. tutoring), academic workshops (e.g. study skills), financial support (e.g. tuition assistance), financial aid support (e.g. assistance applying for financial aid), technical support (e.g. provide computer), moral/emotional support, creating a network through connections with other GYO students in the program.

Upon entry into the program and as a condition of receiving the stipend the participants will sign a Memorandum of Understanding (MOU) which will require them to remain in the district for five years (2018-2023), complete course work necessary to obtain their bachelors and/or certification within the first two years, and teach in the district for three years. The MOU will also require the recipient to remain on-track according to benchmark measures as outlined in the grant.