



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

NOGA ID

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division  
 Texas Education Agency  
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Application stamp-in date and time

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**Grant Information**

Grant Period  to  (Pathways 1 and 2)

to  (Pathway 3)

Program Authority

Pre-award costs are not permitted.

**Required Attachments**

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

**Applicant Information**

Name  CDN or Vendor ID  ESC #  Campus #  DUNS #

Address  City  ZIP  Phone

Primary Contact  Email

Secondary Contact  Email

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title  Signature  Date

Grant Writer Name  Signature  Date

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

701-18-106-078



**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
Martinsville ISD, a rural LEA in deep east Texas, often has 0-1 well-qualified applicants for full-time teaching positions.	Stephen F. Austin State University will partner with Martinsville ISD to develop two well-qualified teacher candidates through a year-long clinical teaching experience to facilitate increased entry of qualified diverse applicants at Martinsville ISD. This is a pilot project that is expected to expand for 2019/20.

**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 James I. Perkins College of Education educator preparation program (EPP) will address Texas teacher shortages by facilitating increased entry of well-qualified, diverse candidates into full-time teaching positions in deep east TX rural school districts by successfully partnering with Martinsville ISD to:

- a. Provide two clinical teachers interested in making a long-term commitment to full-time teaching positions in Martinsville ISD. The two clinical teachers will be from hard to staff areas as identified by the Martinsville.
- b. Provide quality field supervision for the clinical teachers.
- c. Discover ways SFASU can support Education and Training class(es) delivered at Martinsville ISD.

Stakeholders will meet determine: (a) what they want to gain, (b) what they can give to the partnership.

**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:

A quarterly stakeholders meeting will be held to monitor, discuss and evaluate the success of the partnership to date. Action steps for improvement will be created.

Topics to be discussed will include but not be limited to:

1. The extent to which at least two teacher candidates were successfully identified and recruited to participate in the year-long clinical teaching experience as a means facilitate entry of well-qualified teachers into a rural school in deep east TX.
2. Clinical teacher progress and goals (TTESS and Professional Dispositions assessment scores will serve as evidence to guide discussions and action plans)



**Measurable Progress (Cont.)**

**Second-Quarter Benchmark:**

A quarterly stakeholders meeting will be held to monitor, discuss and evaluate the success of the partnership to date. Action steps for improvement will be created.

Topics to be discussed will include but not be limited to:

1. Clinical teacher progress and goals. (TTESS and Professional Dispositions assessment scores will serve as evidence)
2. Expectations for and date(s) clinical teachers will visit and present in the Education and Training class at the high school.
3. Ways SFASU can support the Education and Training class(es) including:

Specific dates and details for the class visit to SFASU and the high school participating in at least one competitive CTSO event.

**Third-Quarter Benchmark:**

A quarterly stakeholders meeting will be held to monitor, discuss and evaluate the success of the partnership to date. Action steps for improvement will be created.

Topics to be discussed will include but not be limited to:

1. Clinical teacher progress and goals. (TTESS and Professional Dispositions assessment scores will serve as evidence)
2. What have been the most beneficial aspects of this partnership?
3. What were aspects of the partnership that should be improved for the future?
4. Does the LEA want to partner to apply for another Grow Your Own Grant? If so what steps can be taken to improve our partnership?

**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.

Information/data gained from quarterly stakeholder meetings will be used to inform-evidence based improvements in the partnership process.

Data gathered from the following assessments will be used to determine the extent to which (a) the clinical teachers are well qualified, (b) the EPP is taking steps to prepare well qualified teacher candidates: TTESS, disposition assessments, the work sample assignment, evaluation of the EPP survey by the clinical teacher, cooperating teacher, and principal.

If the benchmarks or summative SMART goals do not show progress, stakeholders will:

1. Discuss and identify ways to improve the process
2. Consider identifying ways to better measure outcomes



**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.

Martinsville ISD already implements a Practicum in Education and Training course and participates in a Family, Career, and Community Leaders of America chapter. This year Martinsville will send six students to the state competition in April. As a result, the Grow Your Own Grant Pathway 3 partnership will create opportunities to explore ways SASU can support and enhance the Practicum in Education and Training course and FCCLA organization at Martinsville High School. Additionally, the grant will support a field trip visit to the SFASU campus for a tour and opportunity to meet educator preparation faculty and teacher candidates.

**Clinical Teachers Collaborate with Education and Training Class:**  
 In order to further support the facilitation of increased entry of qualified, diverse candidates into teaching positions at Martinsville ISD, in rural east TX, each clinical teacher will visit the Education and Training course offered at the high school (at least once) and develop a 15-20-minute presentation on "Why I Want to be a Teacher." This presentation will include a question and answer session allowing the clinical teachers to answer questions the high school students may have about what it's like to be an educator preparation major at SFASU.

**Education and Training Class Visits SFASU Campus:**  
 In addition to the high school continuing a chapter of a CTSO and participating in at least one competitive event, arrangements will be made to have the students enrolled in the Education and Training course visit the SFASU campus for a tour and opportunity to meet with educator preparation program faculty and teacher candidates.





**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. 2-Clinical Teachers x \$15,000 each	30,000
2. 4-Field Supervision x \$1850 each (salary and fringe benefits)	7,400
3. Student travel - 1 TAFE/FCCLA competition event	2,500
4. High school student field trip to Stephen F. Austin State University	1,500
5. CTSO teacher and student memberships	500
6. Consumable supplies to support Education and Training courses	1,500
7. Teacher candidate certification exams	600
8. Education and training courses	3,000
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Total grant award requested







**Grow Your Own Grant  
Pathway 3 Grow Your Own Program Attachment**

**Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment**

**Program Participants:** Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

Two

**Teacher Recruitment and Selection Process:** Applicant must articulate how they plan to recruit and select high potential teacher candidates to participate in the program and receive the grant stipend.

- The plan must address their process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district.**

The SFA James I. Perkins College of Education Office of Assessment and Accountability identified an LEA partner by contacting Martinsville ISD, a rural LEAs in deep east TX. Once contact was made the Associate Dean of Assessment and Accountability, Educator Preparation Manager, and Field Experience Clinical Teacher Placement Officer met with the Secondary School Principal to determine needs and interest in establishing a partnership. As a result, Stephen F. Austin State University and Martinsville ISD have agreed to establish a partnership.

If the grant is awarded the Educator Preparation Manager and Field Experience Clinical Teacher Placement Office will identify clinical teacher candidates by communicating with all educator preparation program coordinators and making visits to educator preparation classes to recruit candidates interested in making a long-term commitment to full-time teaching positions in the deep east TX rural school district of Martinsville ISD.

All interested candidates will be invited to attend an information session to learn more about the option to complete a year-long clinical teaching experience at Martinsville. Administrators from Martinville ISD will also be invited to participate, and meet candidates.

- 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 Educator Preparation Manager and Field Experience Clinical Teacher Placement Officer will work closely and individually with the LEA administrators to determine and then match Martinsville ISD with clinical teachers for their hard-to-staff areas as well as work to ensure the diversity of teacher candidates mirrors that of the LEA.

SFASU is currently in the process of establishing affiliation agreements with the following community colleges: Angelina College, Houston CC, Panola CC, and Tyler CC. Such efforts serve to support the long-term goal of SFASU facilitating recruitment of additional diverse candidates to teach in rural East TX LEAs beyond this pilot project (TEA Grow Your Own Grant for 2018-19).





- **The plan must also include a description of the Memorandum of Understanding (MOU) in which the teacher candidate commits to return to the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.**

An MOU approved by SFASU Legal Counsel Damon Derrick, the LEA and the clinical teacher will indicate the following:

Following his/her clinical teaching placement for the 2018-19 school year, \_\_\_\_\_ clinical teacher agrees to return to Martinsville ISD for the 2019-2020 school year as a full-time teacher if a position is available and Martinsville ISD deems the candidate to be the most qualified applicant.



**IHE/EPP and LEA Partnership:** Applicant must describe the quality of the partnership between the IHE/EPP and LEA.

Martinsville ISD is a rural school district in deep east, Texas with fewer than 500 enrolled students and within approximately 12 miles of SFASU. Martinsville and SFASU seek to expand their partnership in ways that will allow them to grow their own teachers. The partnership with SFASU seeks to increase the number of well-qualified candidates applying for full-time teaching positions at Martinsville ISD.

□ **The plan must include a description of the quality of the IHE/EPP program.**

The Perkins College of Education (PCOE) measures and supports a culture of excellence in the following ways:

- Evidence Informed Improvement
  - Planning, collecting, and analyzing evidence that promotes meaningful changes in programs and processes
  - 21st Century data management utilizing the computer based Watermark product VIA
- Effectiveness
  - Collection of meaningful data that have a target goal of informing actions to produce improvement
  - Annual Data Day and Program Review
  - Current Accreditations : **National Council for Accreditation of Teacher Education (NCATE)** The Perkins College of Education (PCOE) is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). Information about NCATE can be found at this link: [www.ncate.org](http://www.ncate.org). The national accrediting body for teacher education has recently changed to the Council for Accreditation in Educator Preparation (CAEP). Information about CAEP can be found at <http://cae.pnet.org/>
  - Additional accreditations include Southern Association of Colleges and Schools (SACS), Texas Education Agency (TEA)
- Invests Stakeholders
  - Partner Schools across TX
  - Educator Preparation Advisory Council/Program Advisory Boards
- Invests Faculty and Staff in the Process
  - Movement away compliance and toward a focus on effectiveness
  - Faculty and staff central to the work of specific initiatives drive those processes and practices
  - Efficiency--Simple, manageable, flexible processes

Currently the SFASU educator preparation programs have a content exam pass rate of 99% with score averages ranging from 89% - 100%.

□ **The plan must also include a description of the IHE program structures, including: curriculum, supervision and feedback structures, and field supervisor to teacher candidate ratio.**

SFASU is a comprehensive university with a breathtaking campus nestled among the tall pines of deep east Texas in historic Nacogdoches. The university provides transformational learning experiences as means to prepare students for the challenges of living in a global community.

The James I. Perkins College of Education (PCOE) includes the Departments of Elementary Education, Human Services, Kinesiology and Health Science, and Secondary Education and Educational Leadership, and the School of Human Sciences. Each offers programs of study in educator certification as well as in various non-teaching programs. PCOE prepares approximately 600 educators each academic year across



45 different educator certifications each offering graduates field experience opportunities across the state of TX. Through collaborative strategic planning that included faculty, students, and administrators, PCOE defines excellence as competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development.

In addition to a clear but unique definition of excellence, PCOE is committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

#### **Details on Supervision, Assessment and Feedback Structures:**

The SFASU Field supervision to teacher candidate ratio is 6:1.

#### **Clinical Teaching Experience Overview**

The SFASU educator preparation program will develop two well qualified teacher candidates through a year-long clinical teaching assignment at Martinsville ISD, a rural east TX LEA. The clinical teaching assignment will be a minimum of 28-weeks. The year-long clinical teaching experience will include:

- Semester One: Clinical teachers are placed with their cooperating teacher and accrue at least 100 hours in the classroom (while continuing to take any coursework needed to be at the school fulltime the second semester). The expectation is that the experience include progression from observation to teaching lessons.
- Semester Two: Clinical teacher returns to work with the same cooperating teacher and is at the school fulltime teaching all or most lessons each day.
- When not directly teaching, clinical teachers will be assisting and observing in classes, with one period per day being reserved for preparation time.
- In compliance with the Texas Administrative Code (TAC), clinical teachers are required to complete the following online trainings within two weeks of their assignment:
  - Mental Health Training
  - Suicide Prevention Training
  - Alcohol Abuse Training
- In addition, they are required to complete an online training on the T-TESS evaluation system that is used by the field supervisors during observations and the T-TESS Professional Practices and Responsibilities Teacher Goal Setting and Professional Development form.

#### **Quality Supervision**

Quality supervision will be provided throughout the year-long clinical teaching assignment and include the following:

- Clinical teachers will be assigned both a field supervisor, employed by SFA, and a cooperating teacher. Cooperating teachers are master teachers, employed by the school district and are important components of this education experience. They provide models of effective practice, caring



professionalism, and critical thinking. They are also resources, supports, and evaluators of clinical teachers.

- Field Supervisors are required to complete the Field Supervisor Observation Training created by TEA. During the course of 28-weeks, field supervisors will complete the following:
- Two informal observations
- Four formal observations using the T-TESS evaluation system
- Four pre-conferences focused on the planning domain within the T-TESS rubric
- Four post-conferences focused on the instruction, learning environment and professional practices and responsibilities domains within the T-TESS rubric
- Final Dispositions assessment developed by the EPP and the SFA Professional Educator's Council

Cooperating teachers and a campus principal will complete the following:

- EPP evaluation assessment to determine the extent to which they feel SFASU prepared the candidate to be a successful beginning teacher.
- Final Dispositions assessment developed by the EPP and the SFA Professional Educator's Council.

Additional quality measures: See below.

