



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:

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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 **Bob Hope School** CDN or Vendor ID **123807** ESC # **5** Campus # **101** DUNS # **092476852**
Address **2849 9th Avenue** City **Port Arthur** ZIP **77642** Phone **409-983-3244**
Primary Contact **Roberto Lopez** Email **bobby.lopez@bobhopeschool.org**
Secondary Contact **Kent Jones** Email **kent.jones@bobhopeschool.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 **Roberto I. Lopez** Signature  Date **3/12/2018**
Grant Writer Name **Kent Jones** Signature  Date **3/12/2018**

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

701-18-106-083

RFA # **701-18-106** SAS # **277-18**

2018-2019 Grow Your Own Grant Program

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
Bob Hope School is expanding to a third campus of 420 pre-K-2 in 2018-19, thus requiring at least 5 additional degreed and certified bilingual teachers.	Bob Hope is 1) Traveling to Spain and Puerto Rico to recruit high-quality bilingual teachers of all races/ethnicities; 2) Applying for Grow Your Own funding to increase the number of bilingual teachers who understand and have experience working in Bob Hope's Dual Language/Montessori program.
At least 80% of Bob Hope's 17 instructional aides have earned at least 60 college credit hours but have not yet earned their degree plus certification.	The 10 candidates will receive tuition assistance, participate in educational conferences in support of their educational program, participate in Professional Learning Community (PLC) book study groups, and receive a mini-grant of classroom materials to support their transition to full-time teaching.
Bilingual education is a hard-to-staff area because the certification process is rigorous and experienced bilingual teachers are reaching retirement age.	Bob Hope School will provide formal and informal mentoring supports, resources for teacher candidates to attend educational conferences to increase their understanding of research-based instructional strategies, and an assigned individual mentor teacher for each teacher hired upon program completion.

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.

By May 31, 2020, at least 80% of all Grow Your Own teacher candidates (at least 8 of 10) will have completed their degree/certification program and signed the MOU, committing to two full-time teaching years at a Bob Hope School.

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:

By the end of the first Grow Your Own program quarter (July 2018), 10 Bob Hope School instructional aides will have been identified, selected, and registered into the degree/certification program.

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

By the end of the second Grow Your Own program quarter (October 2018), Bob Hope School will have established a Career and Technical Education Student Organization (CTSO) TAFE or FCCLA chapter and will have recruited at least 20 high school students as participants.

Third-Quarter Benchmark:

By the end of the third Grow Your Own program quarter (January 2018), at least 90% of the Bob Hope School instructional aides/teacher candidates will have successfully completed their first semester (or summer + semester) of degree/certification coursework and be on track to complete their full program by the end of the funding period (May 31, 2020).

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.

The Bob Hope School Superintendent, Campus Directors, Campus Instructional Supervisors, and the charter's Bilingual Director will meet weekly to review program data and monitor progress toward each benchmark and the overarching SMART goal for this Grow Your Own initiative. Campus-based personnel will provide key insights into the performance of selected teacher candidates as well as updates on their individual and collective successes and challenges. The Bilingual Director will communicate with teacher candidates to determine how the charter district can better support them as they pursue their degree/certification program while also maintaining their current employment. Throughout the program period, this team will continually assess how best to use evaluation data to ensure program sustainability and will seek additional supports for the program after the funding period has ended.

The high school Campus Director will also provide information, updates, and insights on the implementation of the Education and Training courses for high school students, the establishment of the Career and Technical Education Student Organization (TAFE or FCCLA), and the quantity and quality of student participation in the courses and in the chapter events and competition.

Data to be collected on these two core program components include, but may not be limited to, the following types of data—QUANTITATIVE: teacher candidate attendance; performance evaluations; participation in school activities; participation in local and regional conferences; participation in Professional Learning Community (PLC) book study groups; number of students participating in E&T courses and CTSO chapter events and competitions; student academic performance in E&T courses; QUALITATIVE: surveys of teacher candidates' satisfaction with the program and their perception of the value of the supports they receive; informal interviews with mentor teachers supporting the teacher candidates; observations of the teacher candidates' supervisors; surveys of students participating in E&T courses, CTSO chapter events, and chapter competitions; and surveys of teachers of students who participate in E&T courses and CTSO events.

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.

Every effort will be made by the Bob Hope School leadership team to implement the first two Education and Training courses—Principles of Education and Training and Human Growth and Development—in the first year of the Grow Your Own program. Upon notice of funding (April 2018), the Bob Hope School Superintendent and curriculum staff will reach out to university-based College of Education and other Educator Preparation Programs in the Beaumont/Port Arthur area as well as to the staff of Region 5 to determine course requirements, course content, textbooks and other materials required, and a job description for the instructor most appropriate to teach these courses. The first choice will be to “ hire from within ” by assigning a Bob Hope School teacher to the E&T program.

District curriculum staff will ensure alignment of E&T courses to all applicable TEKS and will communicate notice of the new courses, as well as how students can register for them, to teachers, support staff, students, and parents. No later than the second year of funding, Bob Hope School will implement the Instructional Practices and/or Practicum in Education and Training component, thus completing the full complement of coursework and experience.

Beginning immediately, the Bob Hope School staff will seek out best practices in E&T design and implementation as well as the best professional development preparation and supports for instructors of E&T courses. Additionally, as Bob Hope School employs 17 instructional aides, many of whom are Bob Hope School graduates, the charter district will solicit support, advice, and input from this group as the high school level E&T program is developed. Together, the cadre of instructional aides, the Grow Your Own teacher candidates, and the Bob Hope School curriculum and district leadership will build a strong student-to-teacher pipeline supported by E&T courses, CTSO chapter participation, and support for degree/certification programs.

The Campus Director will consider the input and advice from the district-based team noted above when choosing which CTSO chapter the school will establish. After carefully reviewing the benefits, resources, and opportunities both the Texas Association of Future Educators (TAFE) and the Family, Career, and Community Leaders of America (FCCLA) offer, Bob Hope School will use granted resources to confirm chapter membership and begin communicating benefits of participation to the Bob Hope Learning Community. Methods of communication will include electronic newsletters, information posted on the charter district ' s website, presentations at Open House events, and personal communication to teachers, staff, and students.

Throughout the project period, Bob Hope leaders will seek out support from area businesses, colleges, universities, and Region 5 ESC for program sustainability and will aggressively pursue state and federal grants to continue the program after the Grow Your Own funding period has ended.

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. Tuition and fees for up to 10 instructional aides in a degree + certification program	\$110,000
2. Classroom materials "mini-grant" for participants in the Grow Your Own program	\$5,000
3. Books for Grow Your Own teacher candidates PLC book study groups	\$500
4. Local/regional conference participation for up to 5 GYO teacher candidates/year	\$7,500
5. Education and Training courses and related CTSO (TAFE/FCCLA) participation and events	\$3,000
6. Certification Examinations for 10 participants	\$1500
7. INDIRECT COSTS (15%)	\$19,125
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Total grant award requested 146,625

Grow Your Own Grant
Pathway 2 Grow Your Own Program Attachment

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitutes who will participate in the program and receive the stipend.

10 instructional aides will participate in the program and receive the stipend to complete it

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.

The Bob Hope School will solicit 10 Grow Your Own applicants from its current pool of 17 teacher aides. The Bob Hope School employs 15 teacher aides at the elementary campus and two aides at the middle/high school campus. All of these aides have a minimum of an Associate of Arts degree or 60 college hours, which means the 10 selected for this BA + certification opportunity will be able to complete the program within the time allotted by the funding period. **Approximately 80% of these aides are former graduates of the Bob Hope School Charter School, and their participation in this Grow Your Own program will set an admirable precedent for exactly the type of pipeline this program is intent on establishing.** Bob Hope School teachers will also have an opportunity to recommend the teacher aides with whom they work with on a daily basis, as **recommendations will figure into the overall application, scoring, and selection process, as will evaluation ratings, involvement in and support of school activities, and a statement of their personal commitment as expressed in both a short essay and a one-on-one interview with the selection committee.**

Bob Hope's experience is that **high-quality bilingual teachers is a hard-to-staff area.** With more and more students enrolling as **English Language Learners** and as the Bob Hope School expands its charter model in Beaumont and Port Arthur (an additional campus beginning with pre-K through 2nd grade is opening soon), **the need for degreed, certified bilingual teachers who understand Bob Hope's Dual Language/Montessori model increases significantly.** The new Bob Hope School will open with 420 students across five classrooms per grade level. This will require many more bilingual teachers who can fill these positions while maintaining the high quality of education for which the Bob Hope School is known.

Teacher recruitment efforts, including those aimed at selecting, hiring, and supporting highly qualified bilingual teachers, will focus on **identifying and recruiting a population that closely mirrors the diversity of the student population at Bob Hope School.** For the 2017-18 school year, the student body as a whole is 60% African American, 23% Hispanic, 11% White, and 3% Asian. Bob Hope School staff are traveling to Spain and Puerto Rico in the coming two months for the sole purpose of recruiting and hiring

more bilingual teachers of all races/ethnicities in order to maintain the quality of the Dual Language/Montessori program as the Bob Hope School charter district expands.

In order to fulfill the requirement of the Grow Your Own initiative and to ensure reciprocity of support and services, the Bob Hope School will require grant-funded participants to commit to and sign a **Memorandum of Understanding (MOU)** that acknowledges the following:

Grow Your Own teacher candidates/paraprofessionals will:

- Be provided with tuition assistance (up to \$10,000 for BA + certification and up to \$5,000 for certification only) between April 2018 and May 2020;
- Be provided with classroom materials and books for on-campus Professional Learning Community (PLC) book study groups;
- Be formally and informally supported by a cadre of experienced Bob Hope School bilingual teachers during the Grow Your Own funding period while teacher candidates are working to complete their degree/certification program;
- Have the opportunity to attend local and regional conferences and training in support of their degree/certification coursework; and
- Be assigned a mentor teacher upon completion of the Grow Your Own degree/certification program in order to support them during their first two years of teaching.

In exchange for all of the above that will be provided to them, degreed and certified Grow Your Own teachers will:

- Agree to teach at a Bob Hope School campus in a full-time teaching position for two full school years following the completion of their degree/certification program.