



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
1701 N. Congress Avenue
Austin, TX 78701-1494

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.

701-18-106-084

RFA # SAS #

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
We need to retain effective staff. Current teacher return rate is 71.9% which is roughly double the state's turnover rate. Our paraprofessional return rate is 63.4%.	We want to grow teachers from our current paraprofessional staff and former graduates to become highly effective teachers who want to stay in our community. Our motto is "Ferris is Family", so we want to support a structure that promotes a hometown culture from within.
Ferris ISD staff members need to reflect our student body. Our staff population is currently 82% white, while our student population is 70% Hispanic.	By "Growing Our Own" teachers from within, our staff numbers will grow closer to parity with the student ethnicity numbers.
We continually have to apply for the Bilingual Exception. We need more Bilingual certified teachers to provide more equitable services for ELs.	We have multiple bilingual paraprofessionals that are currently working towards degrees and certifications. With this grant we could incentivize and encourage our staff members to stay and grow here.

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.

Ferris ISD wants to increase our overall retention rate by 15%, eliminate the need to request the Bilingual Exception, and diversify our staff's ethnicity so that it will grow closer to parity with the student's ethnicity by the end of the 2020-2021 school year.

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 quarter of the grant, we will ascertain retention rate of all staff and compare to past data. We will also identify staff members who will be participating in this program and develop a schedule of checkpoints with them and solicit feedback from their college professors on their progress.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

We will continue our checkpoints with participating staff members and their college professors. Staff members will participate in a formal review with the district administrative team to look over their transcript and develop goals for next year.

Third-Quarter Benchmark:

We will look at our staff retention rates and compare to past data. We will continue our checkpoints with participating staff members and their college professors, and the district administrative team will review their degree plan.

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.

Program evaluation will consist of anecdotal data from our checkpoints, professor feedback, transcript, and perceived growth/progress towards their degree plan. If standards are not met, the staff member will be assigned a mentor for further guidance and support. If there are still concerns with a staff member's progress after the first year, they will be removed from this opportunity and possibly replace with another candidate who will be able to finish their degree and certification within the grant window.

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.

Ferris ISD currently offers most of these courses and are adding the practicum next year. We currently have a robust FCCLA chapter and we are adding a TAFE chapter next year. We will also have two staff members attending the TAFE convention this summer to help us prepare for creating our own chapter. We are currently offering high school credit classes only, but through this grant we will be able to offer Dual Credit education courses for the first time.

Specifically, we will use these grant funds to ensure that we have at least one teacher certified and qualified with her Master's Degree to teacher the Dual Credit education courses.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding.

You may apply for any pathway individually or for Pathways 1 and 2 together. Pathway 3 cannot be combined with any other pathway. Refer to the program guidelines for information on restrictions to the maximum number of participants.

Pathway 1

Check this box to apply for grant funding under Pathway 1.

Number of participants 1 times \$13,000 13,000

Pathway 2

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

Number of participants pursuing BA and certification 10 times \$11,000 110,000

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

Total of above two lines

Pathway 3

Check this box to apply for grant funding under Pathway 3.

Number of participants times \$22,000

Education/Training Courses and Related CTSO Participation and Events

Number of high schools 1 times \$3,000 3,000

Funding Request

Pathway 1 13,000

Pathway 2 110,000

Pathway 3

Education and training courses 6,000

Total grant funds requested 129,000

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. Masters of Education - 2 year program for 1 teacher	13,000
2. Bachelor Degree and Teaching Certification - 10 paraprofessionals	110,000
3. CTSO Participation & Events (Pathway 1)	3,000
4. CTSO Participation & Events (Pathway 2)	3,000
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Total grant award requested	129,000

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.

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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.

We plan to offer this opportunity to the teacher who currently teaches education and training courses for high school credit. This teacher has been in our district for ten years and has an established track record of building relationships with students and ensuring their success. She has been a co-sponsor of FCCLA for her entire time with us and she intends to start a TAFE chapter for 2018 - 2019. Her PDAS and TTESS ratings have always been excellent and her peers speak very highly of her ability to help kids grow. Additionally, this teacher and her spouse are both Ferris graduates who now teach and coach for our district which necessitates her heavy involvement in a wide variety of school activities and thereby her access to a large pool of students from which to recruit future teachers. Since she was raised in Ferris herself, is a Ferris graduate and currently teaching at her alma mater, she can easily relate to our students and help them understand the path they will need to follow. As a condition of receiving this stipend the teacher will agree via MOU to remain in Ferris ISD for a period of three years after completion of her masters.

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.

FISD currently has a long-standing partnership with Navarro College for Dual Credit in several subject areas. The Dual Credit Coordinator at Navarro College works closely with our high school courses to ensure that students enrollment paperwork is completed and tuition is paid in a timely manner. Because this process is already in place for other subject areas, adding education and training classes will be seamless. Upon the teacher's completion of her Master's degree, she will be added as adjunct faculty to the Navarro College staff. The Ferris ISD CTE Coordinator will ensure that all required application materials and paperwork are submitted to Navarro College in a timely manner. Once the employment process is complete, Dual Credit education and training classes will be added to the Ferris High School master schedule and course guide.

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.

It is the practice of Ferris ISD to offer all students the opportunity to participate in all programs. Any student at Ferris High School will have the opportunity to take the Principles of Education and Training course. Counselors work closely with students to create four-year plans that include career aspirations, and those who express even remote interest in education and training will be encouraged to take the Principles course. During the course of the Principles year, the teacher will evaluate student progress and will encourage the top 25 - 50% to continue in the program.

In order to encourage students to continue in the program, the high school administration along with TAFE, will develop a scholarship program for Ferris High School graduates who enroll in an institution of higher education and major in Education or pursue university-based teacher certification. District administration will recognize outstanding education and training students at the May School Board meeting each year and will develop a scholarship program designed to pay Dual Credit tuition and fees for the top 25% of the Education and Training program.

**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.

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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.

Ferris ISD will provide an application for paraprofessionals to apply for the Grow Your Own Grant. The application will require potential pre-service teachers to submit a letter of intent, resume, college transcript, and one letter of recommendation from a teacher and/or administrator employed by the district. The district administrative team, consisting of the Superintendent, Deputy Superintendent, Assistant Superintendent, and Curriculum Director will review the applications and score them with a locally created rubric to determine dedication to FUSD, attendance, work ethic, community involvement and potential to complete course requirements successfully within the grant timeline. This committee will rank applicants and choose the top ten who meet qualifications for the program.

Many of the paraprofessionals currently working in the district are former Ferris graduates or parents of current students who live locally. In order to encourage their pursuit towards their bachelor's degree and teaching certification, and ensure that they continue to work as teachers in our Title I, economically disadvantaged and Hispanic-dominant district, we will promote this opportunity of "growing our own" teachers.

Our paraprofessional staff is a closer ethnic representation of our student population, therefore this applicant pool will align with our goals of diversity and eliminating the need for a Bilingual Exception from TEA by 2020.

Paraprofessionals that are chosen for this opportunity through the application process will be expected to meet the benchmark requirements of submitting a degree plan that prepares them to complete their graduation requirements within two years, meet quarterly with the administrative team to review progress toward their goal, be measured by their professors as in good standing, work with their mentor teacher to

successfully complete their pre-service expectations and sign an agreement to teach for the district for a minimum of three years after graduation.

