



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
 Texas Education Agency
 1701 N. Congress Avenue
 Austin, TX 78701-1494

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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.

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 **Burkeville ISD** CDN or Vendor ID **1-7460004** ESC # **5** Campus # **00** DUNS # **193072485**

Address **231 County Road 2099** City **Burkeville, TX** ZIP **75932** Phone **4095652201**

Primary Contact **Ann Gardner** Email **agardner@burkevilleisd.org**

Secondary Contact **Kim Urie** Email **kurie@burkevilleisd.org**

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

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

Authorized Official Name/Title **Dr. Brant Graham** Signature  Date **3/6/18**

Grant Writer Name **Ann Gardner** Signature  Date **3/6/18**

Grant writer is an employee of the applicant organization.

Grant writer is not an employee of the applicant organization.

701-18-106-088

FA # **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
Burkeville has had at least a 50% teacher turn-over rate. This was/is reflected in both the targeted plan for the elementary 3rd year IR campus and the Jr. High Target Improvement Plan	Recruiting certified personnel has been a struggle for Burkeville because it is very rural and there is limited housing and only two business' in town. Our candidates have family roots here and returned here to raise their family. The grant funding will assist them in completing their Master's, Bachelor's and/or certificate and they have agreed to stay employed for at least two school years upon completion of their coursework.
Because the rural location of Burkeville, many of the "hard to find subject areas" such as high school math, special education, and a band director. BISD will increase the hard to find subject areas by at least 50% subject areas	Grants funding will be used for: 1) One of our candidates to become a high school certified math teacher, 2) One of our candidates has a degree in music however is not TEA certified to teach, 3) one will become a certified Special Education teacher, 4) one of our candidates will gain her master's degree and teach classes for BISD's future educator's and well as continue our membership with FCCLA, 5) one of our candidates will become certified EC-6th grade
Burkeville ISD would like to grow our own teachers from students within our rural community. Currently, we do not offer classes any classes in the Education and Training Cluster or have a agreement with an IHE.	This grant will provide funding for one of our teacher-leaders will complete her master's degree. She will recruit/and register students into BISD's chapter in FCCLA. She will also be the sponsor for BISD's students for FCCLA's competitive events. She would also teach the Education and Training courses and develop a partnership with Angelia College to offer students dual credited courses.

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.

Burkeville's SMART goals were developed and reflects the 2017-2018 Comprehensive Needs Assessment. -Specific- will provide for: 1) 2-candidates with complete certification in (hard to find subjects areas), 2) 2 candidates to complete their degree and become certified (in hard to find subject areas, 3) Offer sequenced classes in the Education and Training cluster and (development a partnership with IHE for dual enrollment) to become future teachers in BISD. Measurable- It will be measured by 1) candidates providing data of completion of semester coursework, required professional development throughout the grant, and the completion of bi-annual TEA developed surveys 2) BISD's student's Career Interest surveys, student enrollment in Principals of Education and Training courses student involvement in FCCLA and compiled data, and record of the number of students enrolled in at least one Education and Training course as required to be reported to TEA. Achievable 1) Candidates were selected (by a committee) because of their desire to pursue the field of education, and their colleagues see them as leaders, dedicated, multitaskers, encourage students to succeed, etc. 2)BISD's students will be motivated to be teachers by BISD proving coursework and FCCLA participation. Relevant- This Grant provides opportunities for BISD's CNA (and other data see above) to support identified areas of need. Timely-BISD will follow progress monitoring with fidelity and collect and maintain data required by this grant

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:

Burkeville Independent School District will for Professional candidates: 1) make sure the (professional) participants understand the conditions of the grant, sign (and retain) the MOU between the district and participant, 2) support the participant by assigning a mentor to each and have two scheduled meetings a semester. 3) Beginning April 13th, collect and maintain documentation of all course work, and professional development for each participant. 4) When requested by TEA complete the Bi-annual TEA survey of participants groups, 5) keep data of participants who were awarded teaching certificates, degrees and are in full time teaching rolls.
 BISD will for BISD's students: 1) develop research-based curriculum for Instructional Practices and Practicum in Education and Training course and provide the class beginning in fall 2018. 2) Record and maintain records from PEIMS and other sources at the end of every semester beginning in the fall of 2018, the number of students enrolled in education training courses; the number of students who participate in at least on FCCLA activity or event; the number of students completing each course in the Education and Training sequence offered at our high school and develop a partnership with Angelian College. BISD's business office will work with the grant writer to dispense funds in accordance with the grant guidelines. BISD will fulfill the requirements of the grant (and TEA) up maintaining and providing all needed documents on request.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

Burkeville will be cognizant of the critical success factors of the Grow Your Own Grant. By the second quarter benchmark BISS will continue to collect and maintain documentation of all course work and professional development, collect all certificates, degrees and fulltime teaching rolls from participants. The district will continue to provide mentoring and support for those who have continued pursuing their degrees/certifications and newly certified/degreed teachers.

In addition, BISS will have an agreement with Angelina College to provide dual credited courses for students who attend BISS. BISS will increase Education and Training cluster courses by 50 percent.

Third-Quarter Benchmark:

The third quarter benchmark will follow the same data collection as stated in first and second benchmark however, teachers who have completed required degrees/certificates will be full time teachers, and mentoring will remain in place. Student enrollment in Education and Training cluster within the high school will increase to 50 percent from the first benchmark. Enrollment in FCLLA and student participation in statewide activities will be monitored and increased by 50 percent from the beginning of the first benchmark. In addition, BISS will continue the partnership with Angelina College and offer Education classes as outlined in TAC Title 19, Part 1 Chapter 4, Subchapter D. 4.85 - Dual Credit Requirements. BISS will upload all documents required by TEA such as, bi-annual surveys, student participation data in dual credited classes, budgets, etc. .

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 grant writer is also the Chief Academic Officer and DCIS for Burkeville ISD. as part of her responsibilities she is to monitor critical success factors such as, district trends in student academic achievement , monitor students enrolled in dual credited classes offered by BISS, monitor student interest inventories. This is done by monitoring data at short intervals (hyper-monitoring) instead at the end of a benchmark or semester. Hyper-monitoring allows to view trends make adjustments so that there is desirable results to sustain programs within the grant.

According to Hanover Research, (2016) Strategies for addressing critical teacher shortage Arlington VA Hanover Research; "Common teacher identified priorities influencing where to work include strong principals and supportive colleagues....." BISS will be providing a mentor to each participant in the grant. This continuous support will help with program sustainability.

If there is a downward shift in the program at any time the grant writer will meet with the parties involved and develop an action plan to continue with goals set-out throughout the grant cycle. She will continue to monitor all parts of the grant for the duration of the grant cycle.

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.

Burkeville Independent School District will begin offering classes in the Education and Training Cluster. The first class offered in the Fall 2018 semester will be Principals of Education and Training offered to juniors and seniors. This class will be developed with research-based materials, and be taught by the teacher who is seeking her master's degree through this grant. In spring of 2019 semester BISD will provide an additional class from this cluster called, Instructional Practices and Practicum in Education and Training. This class too will be developed using research-based instructional materials, likewise it will be offered to juniors and seniors. These classes will continue to be offered through 2019-2020. In the 2020-2021 school year two additional classes will be offered. These will be Practicum in Education and Training and Practicum in Training II.

Burkeville ISD has recently been granted a FCCLA chapter. Once the Grow Your Own Grant has been awarded our teacher (Ms. Johnson) who is gaining her master's degree will 1) begin a campaign for stimulating interest in FCCLA. She will distribute brochures, and hang posters about the organization and tell when the first meeting will take place. 2) She will explain the purpose of FCCLA and how it relates to the Family and Consumer Science, 3) develop a calendar of the year's events, use FCCLA's planning process to set each activity, 4) By November 2018 she will register students and set-up a committee to write chapter bylaws using national and state bylaws as guides, 5) she will also develop an itemized budget for the year and keep minutes of each meeting. 6) Her students will participate in at least one and competitive event in the 2018-2019 school year.

Ms. Johnson will attend and participate in district and state meetings to become familiar with FCCLA activities in the state.

In 2019- and beyond Ms. Johnson will continue to grow the membership in FCCLA. Her students will participate in one competitive event in the fall semester and the spring semester.

We have no doubt that Ms. Johnson will be able to build a strong FCCLA chapter. She has shown to have leadership ability in many ways, and has been a sponsor for several organizations such as, Student Government, National Honor Society, and Choral.

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 for college classes	36,000
2. Tuition for I-Teach Texas	9,000
3. Testing fees	500
4. Certificate fees	500
5. Implement Training courses	3,000
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Total grant award requested 49,000

**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.

Burkeville ISD will have one candidate for this pathway

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.

X 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.

X 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.

X 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.

Burkeville ISD announced the grant opportunity to all of its employees through a district-wide meeting and through the email system. The applicants for the Grow Your Own Grant were selected from a committee of comprised of central office administrator's, campus leaders (coordinator, counselor and principal) and teachers of different grade levels. We used a criterion-based point system where several attributes were considered, some of which were; leadership and management skills, involvement in school activities such as, volunteering and extra-curricular events, recommendations from other colleagues, other experiences/knowledge that would benefit the education of our students, and those who reflect our minority population. In addition, he/she would have to teach Instructional Practices and Practicum in Education and Training courses for dual-credit.

Our teacher Ms. J has 17 years experience in all levels of teaching. Currently she is a teacher-leader, mentors a teacher in the same subject area, and supervises a student aide at the elementary campus. Our teacher has extensive knowledge and leadership experience. She has sponsored National Honor Society, Student government, and is choir sponsor. She also has been asked to sit on several committees such as, District-wide and campus site-based committees, attendance and behavior committees, the hiring of a new principal committee just to mention a few. Her colleagues state, "Ms. J is a natural in the education field, she does not limit herself to one role, she goes above and beyond to make sure she helps as much as she can."

Our teacher's students show gains in every subject and they consistently score in the quintile 5 (80%-100%), and do just as well in state testing and district benchmark tests. Her colleagues state, "She (Ms. J.) is goal-orientated, determined and responsible." "She always goes the "extra mile" to help colleagues and students". "Her sunny disposition is a definite plus!"

Ms. J had scored "Exceeds" in several domains of PDAS and likewise, for the past two years she has scored "Accomplished" in the T-Tess instrument. No doubt MS. J excels in everything she does.

Ms. Johnson has already begun planning for developing the FCCLA chapter for Burkeville ISD. She is developing a calendar, and plans on attending a neighboring chapter this semester. She will be participating in BISD's Career and College day in April by displaying posters, handing out brochures, and materials about the benefits of joining FCCLA. She will also work with the high school counselor with scheduling students for classes where she can discuss the benefits of joining FCCLA.

Applicants gaining a master's degree will sign a MOU stating that in 1) 2018-2019 they will enroll in a master's program and continue to earn 18 graduate hours (through 2020), 2) Graduate with a master's degree, 3) Teach classes in the Education and Training cluster including Instructional Practices and/or Practicum in Education and Training courses, 4) maintain an active charter in FCCLA, and 5) Continue their employment with Burkeville Independent School District for one full school year (2021-2022) as a condition of a stipend.

IHE and LEA Partnership: Applicant must describe the plan to develop a partnership between the IHE and LEA.

X 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.

Burkeville ISD has already begun communicating with Angelina College (see attachment). BISD will begin offering Principals in Education and Training class fall of 2018 and continue to offer classes Instructional Practices in Education and Training in the coherent sequence. The semester before the teacher gains her full 18 hours (2020-2021), she will contact Angelina and discuss the necessary paperwork for registration and materials needed for students to gain dual credit. She and the grant writer will enroll students (for dual credit. In efforts to support students, this teacher will be the liaison between the students and the college. This teacher will also meet with each student at least three times a semester to address any questions and/or need the students have. She will also assign and supervise all students during their practicum classes.

BISD will monitor the student's participation while in the program, making sure student are registered for the correct classes, and that they receive college credit for these classes. It is the intention for BISD to continue to offer this program after the end of the Grow Your Own Grant.

Student Recruitment: Applicant must articulate how they plan to recruit students to participate in the Education and Training course pathway.

X The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.

X 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.

Burkeville ISD will open this opportunity for all junior and senior students. However, freshman and sophomores will be informed of the program when they meet with the high school counselor for scheduling purposes. BISD will attract students with leadership abilities, who volunteer, who join school-based clubs/organizations have shown to be scholarly students. This will be done in several ways. Some of which will be student made posters, and banners advertising education and training courses for dual credit, In addition, it will be posted on BISD' website, announced at district meeting such as, community and parent advisory, and student advisory monthly meetings, as well as through FCCLA. Also, students who do their practicum work in our school will be able to communicate to their peers about the program. Teacher who have the practicum students in their classroom can also recruit for the program.

Students interested in Education and Training classes or show interest in earlier grades shall be introduced to the program with brochures given to campus counselor's and our master-level teacher who is sponsoring FCCLA and teaching the courses. This teacher will actively recruit when she is meeting with the students and counselor to develop student schedules for this program. She will also monitor students grades and participation enrolled in it.

BISD will invite Angelina College to College and Career Night where Angelia College can set-up a table and handout information about the Education and Training courses offered as dual credit. Attendees to this are students of all grade levels, parents, and the community.



Angelina College

P.O. Box 1768 • Lufkin, Texas 75902-1768 • 936/639-1301 • FAX 936/639-4299

March 8, 2018

Ann Gardner
Burkeville Independent School District
P.O. Box 218
Burkeville, TX 75932

Ms. Gardner:

Thank you for contacting Angelina College informing us about the Grow Your Own Grant Program for which your school district is applying. After consulting with the Texas Higher Education Coordinating Board regarding dual-credit rules, Angelina College is willing to evaluate a Burkeville ISD instructor who has obtained a master's degree with 18 graduate hours in Education to teach our EDUC 1300 Learning Frameworks course as a dual-credit course. Since EDUC 1300 is part of our core curriculum, we are able to offer the course as a dual-credit option.

This course must meet our enrollment requirements and students must have the appropriate TSI exemptions. Burkeville ISD will be responsible for any additional required TEA curriculum beyond what is outlined in the course syllabus for EDUC 1300. The Language Arts and Education Division will provide supervision for the instructor once approved.

Again, thank you for reaching out to Angelina College. We look forward to working with you in the future.

Dr. Cynthia Casparis
Vice President of Academic Affairs
Angelina College
936-633-5203
ccasparis@angelina.edu

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.

Burkeville ISD will be sponsoring 4 candidates for this pathway

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.

X The plan must address their process for identifying participants, with potential indicators including evaluation ratings, involvement in school activities, recommendations from colleagues, etc.

X 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.

X 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.

Burkeville ISD announced the grant opportunity to all of its employees through a district-wide meeting and through the email system. The applicants for the Grow Your Own Grant were selected from a committee of comprised of central office administrator's, campus leaders (coordinator, counselor and principal) and teachers of different grade levels. We used a criterion-based point system where several attributes were considered, some of which were; evaluations (high and excellent) for all 4 teachers and all 4 teachers desire to teach "hard to find subject areas". For Burkeville ISD these are; math, science, certified music/band teacher and special education. Other attributes considered were involvement in school activities such as, volunteering and extra-curricular events, longevity of employment in Burkeville ISD, recommendations from other colleagues, other experiences/knowledge, that would benefit the education of our students, the applicant's leadership qualities, and those who reflect our minority population.

In addition, all the candidates who were chosen to participate in the Grow Our Own Grant have been employed by Burkeville for 5 to 17 years of service. All of them have returned to Burkeville, Texas because they have family roots here and/or they attended Burkeville as a student. They are involved in community activities and attend churches in Burkeville, Texas.

Two applicants will be gaining their teaching certification since they have bachelor's degrees. Two applicants will be gaining their bachelor's degree and then their teaching certificates. Of these, 50 percent are minorities (reflective of our student population).

Applicants who are gaining their bachelor's and teaching certificate will sign a MOU stating that in 1) 2018-2019 they will continue degree coursework and/or graduate with bachelor's degree. 2) In 2019-2020 complete their bachelor's degree and enroll in an educator's preparation program and be issued a standard teaching certificate. 3) Continue their employment with Burkeville Independent School District for two full school years (2020-2022) as a condition of a stipend.

Applicants with a bachelor's degree who are gaining their teaching certificate will sign a MOU stating that in 1) 2018-2019 they will enroll in and complete an educator's preparation program and be issued a standard teaching certificate. 3) Continue their employment with Burkeville Independent School District for one full school year (2020-2021) as a condition of a stipend.