



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.

701-18-106-090

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
Need of qualified, motivated teachers to teach educational dual credit courses with the Education Cluster.	This grant will allow us to have 4 teachers receive their M. ED degrees. With our partnership with Tyler Junior College, we can teach Instructional Practices as a dual credit in the high school and teach a Practicum dual credit in Education and Training as a work place experience on all 4 of our campuses.
Need to identify and recruit quality students to enter into the Education Cluster to meet the needs of future faculty openings at Mineola ISD.	Mineola has a perennial struggle in recruiting teachers in core areas such as bilingual, science and math. By identifying current students and providing classes and instruction in education we can recruit student that live in our area to get the necessary degrees and certifications to fill these voids.
Student exposure to the teaching profession to build a pipeline of local teachers starting with K-12.	By placing qualified instructors for the Practicum in Education and Training on each campus, students will be exposed to the teaching profession along with experiencing classroom management, teaching models, and curriculum management through a year long practicum.

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.

SMART goal is to recruit, train and retain highly qualified staff in core content areas through an education cluster within our CTE program. Students will take basic education courses as Freshmen and Sophomores, dual credit classes including Instructional Practices and a Practicum in Education and Training as Juniors and Seniors while obtaining their Associates of Arts degree. Seniors will pass paraprofessional II certification and be hired by district if qualified, while continuing an in school internship along with online classes to obtain teacher certification. Time-line is 5 years from Freshman to Teacher certification. High quality graduates will be hired by the district upon completion of degree and certification.

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:

Recruit and identify prospective candidates for the Grow Your Own Program and recruit and identify students for the Education CTE Cluster. Enroll chosen candidates into Master's Degree program with UT Tyler. Enroll recruited students into Education CTE Cluster. Develop MOU with Tyler Junior College to add offering Instructional Practices and a Practicum in Education and Training as a dual credit. Start offering classes as a high school credit in Instructional Practices and a Practicum in Education and Training 2018-2019 school year first semester. Measurable results include identified number of candidates in Grow your Own program. Measurable results would be number of students enrolled in the program as compared to last year. Measurable results would also include student satisfaction as determined by satisfaction surveys and student interviews. Membership in TAFE will be established.

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

Student participation, grades, PEIMS data, discipline referrals, student satisfaction surveys and other data will be used to gauge year to date performance, satisfaction and enrollment in program. Data will be used to determine if adjustments need to be made in the program. If warranted, adjustments on a programmatic or site level basis will be determined and implemented. Students will have competed in at least one TAFE, FCCLA event. Student enrollment for following year in dual credit classes intended to obtain an Associate of Arts degree will be determined. Mineola ISD would expect to see an increase in students enrolling in the Education Cluster.

Third-Quarter Benchmark:

Mineola ISD through student grades, PEIMS reports, satisfaction surveys and pre enrollment in the Education Cluster will determine master schedule, faculty placement and success of the program. Students' interviews along with previous data will determine both success of the program and adjustments that will need to be made for the following year. The school principal, CTE director, staff and community stakeholders will review all relevant data and surveys to determine adjustments to the program. The number of students interested in the teaching profession will also be measured and tracked.

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 data collections will be through PEIMS and will include number of participants served, student grades and passing rates, attendance and discipline rates for those enrolled in the Education Cluster. Data will be analyzed by CTE faculty, CTE Director, high school principal, community stakeholders and high school counselors.

The project director will formulate and administer "Satisfaction Surveys" and share with CTE staff, to provide data on programmatic activities each semester. If benchmarks do not show progress, adjustments will be made when warranted, these will be discussed during the regularly scheduled meetings, and problems will be addressed. If it is determined that progress is not being made during benchmarks, student surveys, interviews and site visits will determine if the district makes adjustments in schedules, curriculum, faculty assignments, teaching model or other areas as identified.

Qualitative data (including site interviews with students and faculty) will be collected by project director and shared with CTE staff on a monthly basis, as well as monthly site visits and feedback from partners and administrators. Recommendations will be made both on the programmatic and site level basis.

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.

Mineola ISD sees this grant to be determined in two parts.

1. The recruitment and selection of highly qualified teachers to obtain a M.ED to teach dual credit curriculum in Education
2. The maturity of the Education Cluster. The following criteria will be used in recruiting and selecting quality candidates to teach the courses and serve as mentors to promote the field of education:
 1. Willingness to sign an MOU with Mineola ISD to remain as a teacher for 5 years
 2. Willingness to complete the M.ED degree in established time frame of grant
 3. Demonstrate a proven track record of measurable student achievement
 4. Evidence of meaningful involvement in student activities
 5. Evidence of strong evaluation ratings
 6. Recommendations by colleagues/supervisors and students
 7. Evidence of working well with colleagues and administration
 8. Evidence of strong interpersonal skills
 9. Willingness to support the Education Cluster by teaching dual credit classes in Instructional Practices/and or a Practicum in Education and Training

Once teachers have submitted their applications for the program, a committee of directors, administrators and faculty will interview and select candidates for the Grow Your Own Grant.

Mineola ISD through work with the Texas Workforce Commission, local businesses, and the Mineola CTE Foundation, has identified the need to establish and support the Education Cluster as a need for our community. Mineola ISD recently received a Perkins reserve grant to establish a vibrant Education Cluster in our CTE department. Equipment necessary to establish this program has been identified and will be purchased before the end of the current school year. Mineola ISD, in conjunction with Tyler Junior College, will establish a progressive and meaningful Practicum in Education and Training to be established on all four campuses to provide students with the experience and significant hours that will ensure students are both successful and engaged.

Mineola ISD has committed to an Education Cluster and students are currently enrolled in Principles of Education and Training as Freshman, and Human Growth Development as Sophomores. Since the pathway started two years ago, next year's juniors will be the first in the Instructional Practices class.

In the 2018-2019 school year high school credit in Instructional Practices will be implemented with a goal of Instructional Practices become a dual credit in the 2019-2020 school year. During the same 2019-2020 school year, a dual credit Practicum in Education and Training will be implemented with students obtaining their credit as a practicum of 2-3 hours on any of our four campus. This grant will provide at least one teacher on each of the four campuses that has received their Master's degree to be the teacher of record on that particular campus under the conditions of our MOU with Tyler Junior College. In order to promote the field of education and provide a pipeline of teachers, Mineola ISD wants to expand the presence and market the profession. During the 2018-2019 school year Mineola ISD, will apply for a membership in TAFE. Mineola is already a member of FCCLA. Students will be encouraged to join the organization and become involved in projects that will serve every campus. Mineola ISD Education students will compete in at least one event in these memberships.

Mineola ISD has already established an MOU with Tyler Junior College to provide courses for dual credit classes. Current conversations with Tyler Junior College have indicated they will support the implementation of dual credit classes in Instructional Practices and a Practicum in Education and Training. Tyler Junior College has indicated that it will add these classes to our current MOU.

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 4 times \$13,000 52,000

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 1 times \$3,000 3,000

Funding Request

Pathway 1 52,000

Pathway 2

Pathway 3

Education and training courses 3,000

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 Masters degree, 4 teachers	36,000
2. Travel for Participation in Initial TEA Teacher Institute for Teachers	2,000
3. Textbooks for Master teachers	4,000
4. Travel for principal and counselors to Teacher Institute	1,000
5. Implementation of Education and Training courses	3,000
6. Participation in TAFE and FCCLA conference and events	2,000
7. Substitute teachers	2,000
8. Adminstrative costs	2,000
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Total grant award requested 52,000

**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.

Mineola ISD proposes that 4 teachers will be in the program. Our practicum in Education and Training will allow students the choice to be placed in campuses other than the high school. Teachers on those campuses will also be credentialed to teach the courses.

Prospective applicants will receive an application that will identify

1. Willingness to sign an MOU with Mineola ISD to remain as a teacher for 5 years
2. Willingness to complete degree in established time frame of grant
3. Can demonstrate a proven track record of measurable student achievement
4. Have strong evidence of meaningful involvement in student activities
5. Evidence of strong evaluation ratings
6. Recommended by colleagues/supervisors
7. Demonstrated evidence of working well with colleagues and administration
8. Demonstrated evidence of strong interpersonal skills.
9. Willingness to support the Education cluster by teaching dual credit classes in Instructional Practices/and or a Practicum in Education and Training

Mineola ISD will consider teacher experience, willingness to work with the instructional practice of the ISD, whether or not prospective applicants have successfully served as a mentor to new teachers and how well they mirror the diversity of the student population. District and campus administrators will interview interested candidates to select one per campus, who is most qualified and is a champion for the education field

Mineola ISD will create an MOU with the prospective applicant that upon completion of the program, he or she will remain within the district for 5 years with the understanding they will be required to teach dual credit education classes in Instructional Practices and /or a Practicum in Education and Training.

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.

The Mineola School District is also a dual credit partner with Tyler Junior College, which has agreed to add dual credits in Instructional Practices and a Practicum in Education and Training.

- The Mineola School District has already developed a relationship with the University of Texas at Tyler. This has included participating in professional development offered by UT Tyler. The Mineola District is also a partner with the School of Education providing clinical placements for preservice teachers and supervision of student teachers in the role of cooperating teacher. The District has also partnered with UT Tyler on a number of initiatives over the last decade. This has also included collaborating to prepare post-baccalaureate teachers (similar to alternative certification). The Mineola district will sign an MOU with UT Tyler to offer dual credit for courses that TJC is unable to offer.
- UT Tyler has a history of working with school districts to develop the expertise of teachers. This has included helping districts participate in Teacher Residency Programs and prepare teachers to provide dual credit by completing a Master's in Education with 18 hours in a single field.

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.

Students recruited for this program will represent the student body. Over 60% of our students are economically disadvantaged, 7.6% African American, 27.9% Hispanic and 58.9% White. Our students passed EOC in all grades all level at 75%.

Mineola ISD has embarked on a marketing campaign to recruit students into the Education Cluster that includes two-page full color brochures that tell a compelling story of need, salary and certifications. All 8th graders will visit the Education Cluster this year, current high school students will narrate their experience and hopes for their career choice. Mineola is currently updating their Education CTE Cluster website. Counselors are heavily involved in the planning stages of marketing and recruiting students to the Education Cluster. Pointed attention will be paid to involvement in TAFE and FCCLA while establishing a culture that belonging to the Education Cluster is a positive experience. Mineola ISD will recruit teachers for this program that are willing to establish relationships with the students while mentoring them through the education process.

The membership in TAFE will begin in 2018-2019 and a district marketing campaign to highlight the teaching profession on all four campuses will occur. Students in the practicum will be placed on each campus under the supervision of these grant teachers to educate younger students about an educational career. The four teachers will also serve as mentors for students enrolled in the Education Pathway.

