



**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

Application stamp-in date and time

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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 **Temple ISD** CDN or Vendor ID [redacted] ESC # **12** Campus # [redacted] DUNS # **052910197**
 Address **200 N 23rd St** City **Temple** ZIP **76504** Phone **254-215-6785**
 Primary Contact **David McCauley** Email **david.mccauley@tisd.org**
 Secondary Contact **Kallen Vaden** Email **kallen.vaden@tisd.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 **Dr. Robin Battershell, Supt** Signature  Date **3/9/2018**

Grant Writer Name **David McCauley** Signature  Date **3/9/2018**

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

701-18-106-092

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
Fully Certified Elementary Bilingual Teachers who can pass the necessary bilingual exams	We will identify individuals that are educational aides, substitute teachers with Bachelors interested in becoming bilingual teachers and have potential to be successful in the classroom based on administrators recommendations and appraisals. The individual will commit to teaching in Temple ISD for 4 years.
Middle and High School Math Certified Teachers	Using administrator recommendations and performance data of educational aides and substitute teachers, we will select individuals that have the ability to be successful on the content exams and in instructing Math to students. The individual will commit to teaching in Temple ISD for 4 years.
High School Science in Chemistry, Physics, and Health Science	Using administrator recommendations and performance data of educational aides and substitute teachers, we will select individuals that have the ability to be successful on the content exams and in instructing Science or Health Science to students. The individual will commit to teaching in Temple ISD for 4 years.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The District will identify 10 individuals that are deemed ready to enter a classroom as a Teacher of Record and will help them in choosing an Alternative Certification Program that will help them in becoming a successful teacher. Individuals will complete an Alternative Certification Program passing the necessary exams to obtain standard certification and commit to teaching in Temple ISD for 4 years. By selecting individuals who are current employees of the district for inclusion in the program they are more likely to stay in the District lessening teacher turnover in these critical areas while also enabling the district to build capacity in these hard to staff areas. By training and retaining these teachers the District will be able to continue to show gains in student performance as evidenced on state assessment tests.

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:
 Applicants will enter in to an Alternative Certification Program and take the necessary content exam for the teaching field in which they will be hired. Once the individual has passed the content exam they will be hired by the District as a Teacher of Record and the individual will be employed on a probationary contract for the 2018-2019 school year. The teacher will be assigned a mentor upon hire and actively participate in the mentoring process by attending monthly campus mentoring meetings and quarterly district mentoring meetings. The teacher will be appraised using the T-TESS model and will have at minimum 1 walk through a month by their campus principal and at minimum 1 walk through a month by their campus instructional coach.

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

The teacher will be appraised using the T-TESS model and will have at minimum 1 walk through a month by their campus principal and at minimum 1 walk through a month by their campus instructional coach. An informal coaching plan will be developed collaboratively with administrators and the teacher for each teacher that is proficient and above to focus on the areas of reinforcement and refinement notated on the formative appraisal. Individual's rate below proficient will be placed on a formal coaching plan developed using the areas of reinforcement and refinement identified on the T-TESS instrument. The teacher will continue to complete the necessary coursework in their ACP working towards being prepared to take their PPR exam. Mentors will continue to meet with their mentee weekly and each continue to actively participate in mentor meetings. Mentors will turn in their 9 week log to notate meetings each week with their mentee and what was discussed during that contact.

Third-Quarter Benchmark:

Using the professional development plan developed from Temple ISD's application system and in the areas addressed as areas of refinement on their appraisal the principal, instructional coach, and teacher will develop a professional development plan the teacher will complete before beginning the 2019-2020 school year. Teacher's will take and pass thier PPR exam to obtain standard certification. The teacher will successfully complete the required content of their chosen ACP and will be recommended for standard certification by their program.

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.

Initially if the district is not able to find 10 candidates to be successful in an ACP, we will look at individuals hired for the 2018-2019 school year for educational aide positions to survey their interest in becoming certified in the identified areas of need for Temple ISD.

To review teacher effectiveness in the classroom the District will utilize the walk through and appraisal tools to determine if the teacher is successful in the classroom, individuals that are below proficient or when concerns are identified (student assessment date, observations, walk-throughs) will be placed on a formal coaching plan. This plan will be developed in collaboration with the campus administrator, instructional coach and teacher (flow chart has been included) to correct the need for intervention. The coaching plan will then be evaluated at the end of the specified time and individuals that progress adequately will have the plan discontinued or modified and teachers showing moderate progress will have their coaching planned continued and/or modified. For those teachers that are showing minimal progress at the conclusion of coach plan will be moved to a growth plan to correct the identified concern.

Research indicates that without mentor support, far too many new teachers will leave the profession within five (5) years. A strong mentoring program that combines clearly defined campus-based procedures and a level of district support is the most effective method by which Temple ISD can develop and retain quality teachers and improve student achievement. Each teacher will also be assigned a mentor that they are to meet with weekly. Through the weekly meetings the mentor will be able to assess whether the teacher needs additional support in behavior, instruction, or on a personal level. The department that oversees behavior (student services), instruction (curriculum & instruction), and personal (human resources) will then visit with the teacher to help improve the identified area.

The District will also survey teachers based on the identified areas of concern that formulated Temple ISD's teacher retention plan. Using the climate survey results that will be sent in November, the District will review the trends and meet with administrators where there is an addressed need. Teachers will again be surveyed in April with the results from both surveys being used to refine the teacher retention plan for the 2019-2020 school year.

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.

Education and Training courses in Temple Independent School District aim to prepare students to become our future teachers. The courses begin at the freshman level and take students through their senior year of high school and will follow this coherent sequence of courses:

- Principles of Education and Training
- Human Growth and Development
- Instructional Practices
- Practicum in Education and Training

The Instructional Practices and Practicum in Education and Training courses are both 2 period, 2 credit courses. In each of these junior and senior level courses, students engage in site-based, hands-on learning experiences by partnering with our elementary and middle school campuses.

As juniors in the Instructional Practices course, students gain background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students team with elementary and middle school teachers to glean insight and first-hand knowledge of instructional roles and learn strategies to plan and direct individualized and group instructional activities, as well as develop and prepare instructional materials.

Students build on the knowledge and skills learned in the Instructional Practices course as seniors in the Practicum in Education and Training course. In addition to observing and assisting elementary and middle school teachers with individual and group instructional activities, students plan and facilitate instruction under the joint direction and supervision of both the course instructor and the elementary and/or middle school classroom teacher. Students also assist with record keeping and complete other responsibilities of classroom teachers, trainers, and paraprofessionals and other educational personnel.

Students enrolled in the Education and Training career pathway of courses have opportunity to extend curriculum related learning by participating in a Career and Technical Education Organization (CTSO) – Family, Career and Community Leaders of America (FCCLA) and/or Texas Association of Future Educators (TAFE). CTSOs promote extended learning in both technical related knowledge and skills as well as high-demand workforce related soft-skill areas such as:

- Leadership
- Teamwork
- Time management
- Interpersonal skills
- Communication

CTSO activities are implemented both in and out of the classroom. This structure enables extended, workforce related learning opportunities to all students. As an additional part of CTSO programs, students have opportunity to participate in District, State, and National competitions, further promoting preparation of a skilled future workforce.

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. Alternative Certification Fee up to \$4,200 per candidate	42,000
2. Substitute teacher to allow for teacher to observe mentor teacher and master teachers	3,760
3. Reimbursement to Teacher for Certification fees (Content & PPR exam, Intern/Standard Certificate)	4,240
4. \$500 Stipend for Mentor	5,000
5. \$3000 Practicum for Education Training	3,000
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Total grant award requested

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.

Ten (10) employees (paraprofessional, instructional aides and substitute teachers) will participate.

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.

Temple ISD currently employs 89 individuals that have a Bachelors degree but not teacher certification as paraprofessionals, instructional aides, and substitute teachers. Individuals selected to be in the program must have been employed with Temple ISD for 2 years and have completed their Bachelors degree at an accredited university/college. The district will conduct an information session with these individuals discussing the options they have for becoming a certified teacher and gauging interest. This session will be geared toward the areas of bilingual education, secondary Science, Health Science, and secondary Math. Each individual will fill out an application documenting their interest in teaching, notating their desired certification, in what major ways do they most want to influence student lives' as a teacher, and why they work for Temple ISD. A list will be compiled and sent to administrators to solicit nominations based on the provided interest list in May 2018 for individual's they have identified that would be successful in the classroom. Each nomination would require a letter of support from two (2) administrators detailing why this individual should be given this opportunity based on their performance as an aide/substitute teacher as evidenced on their last 2 appraisals. The nominated individual will fill out an employment application for the open position(s) they are qualified for and take the teacher assessment tool (EPI) included in the District's application system. A district committee comprised of the Assistant Superintendent of HR, Director of Personnel, Executive Director of Elementary Education, Executive Director of Secondary Education, and Director of Bilingual/ESL will review the nominations based on aptitude of teaching based on their score of EPI, desired teaching field, fit in the campus community, appraisal for the past 2 years, and aptitude to successfully complete an ACP in the prescribed time period to gain standard certification for the 2018-2019 school year to select the 10 individuals to participate in this program. Individuals selected must enter in to an Alternative Certification Program of their choosing and take and pass the necessary content exam on or before July 13th. The District will help in evaluating the best ACP program based on the individual's certification area, timeline to become certified, and costs.

Once the individual has been successful on the content exam they will be hired in teaching position on a probationary contract. The individual and District will sign an agreement with the following obligations:
The District agrees to:

- Pay the cost of the Alternative Certification Program up to \$4,200
- Reimburse the teacher certification fees for one (1) content exam, one (1) PPR exam, Intern certificate, and Standard certificate
- Employ the teacher in a teaching role in Secondary Science, Secondary Math, or Bilingual Education

The individual agrees to:

- Enroll in an accredited Alternative Certification Program
- Provide the District with program progress in October, December, February, April, and upon completion of certification. Immediately notifying the District of any changes that would delay standard certification.
- Actively participate in the coursework provided by their ACP
- Take and pass required certification exams
- Teach four (4) consecutive school years in Temple ISD unless TISD chooses to terminate employment.
- Agree to Completely repay to TISD any and all amounts, which have been advanced to employee in the event employee violates any of his/her obligations herein. Such total repayment amount shall bear interest of 5% and shall be payable in monthly installments of no less than \$250.00 beginning on the first of the month immediately following employee's default of the agreement until paid in full. Repayment will prorate by a reduction of 25% for each year taught in the certified area at TISD. Upon demand by TISD the employee shall execute a promissory note payable to TISD for all amounts due hereunder.