



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.

701-18-106-097

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
Pathway 1: There exists no current E&T pathway or dual enrollment at the high school.	In collaboration with an IHE, a teacher will obtains a master's degree and teach dual enrollment E&T courses. In addition, the high school will offer courses beginning in the 2018-2019 school year in the E&T pathway for high school students. This will result in an increase of teacher applicants within 5 years.
The district has a turnover rate of 13.8%, an increase of 2.9% over the last 2 years. On average the district has 2-3 qualified applicants per position in high need areas	The district will utilize grant funds to reimburse paraprofessionals to complete a bachelor's degree or complete an ACP program in a needed teaching field. This will increase the number of qualified applicants over the next two 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.

1. By meeting quarterly goals, providing financial assistance and offering educational supports the district will increase the number of current staff who meet the qualifications for teaching vacancies by the end of the 2019-2020 school year.
2. By June 2020, the district will employ a CTE teacher who holds a master's degree and is eligible to teach dual enrollment courses in the E&T pathway.
3. By the end of the 2019-2020 school year, the high school will offer at least two courses in the E&T pathway for students to enroll and receive high school credit for.

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:

- April - June
- 100% of participants will be selected based on identified criteria.
- 100% of participants will enroll for Fall 2018 coursework.
- 100% of participants will sign the district MOU
- At least one E&T Course will be added to the 2018-2019 high school master schedule.
- At least 2 recruitment meetings will be held for parents and hs students.
- Principal, Teacher and counselor will participate in TEA required training

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

July - Sept.

100% of participants will be doing coursework (master's, bachelor's or ACP)

100% of participants will meet with administrator mentors at least twice a month

100% of participants who have successfully completed course work will be reimbursed

HS administration will complete course time lines for E&T classroom experiences

At least 25 students will enroll in E&T courses

Third-Quarter Benchmark:

Oct. - Dec.

100% of participants will continue coursework (master's, bachelor's or ACP)

100% of participants will meet with administrator mentors at least twice a month

100% of participants who have successfully completed course work will be reimbursed

HS administration will complete course time lines for E&T classroom experiences

At least 25 students will enroll in E&T courses

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.

Data will be collected monthly through participation, meetings and high school student grades. The district Asst. Superintendent will be responsible for overseeing the program and coordinating events with campus administrators. Based on data collected, the district will determine the level progress towards the written SMART goals. If progress is not adequate, steps will be taken to ensure that all students, paraprofessionals and teachers are successful.

To ensure that paraprofessionals are on target to graduating within two years, the district will assign administrative staff as mentors to the grant participants. The mentors will be required to meet with the paraprofessionals to review progress, address potential barriers to graduating/completion and provide supports to the paraprofessional. These meetings will take place twice per month. All documentation will be submitted to the Asst. Superintendent.

To ensure that the E&T program is successful, the teacher along with administrators will engage in curriculum writing, student recruitment and parent information sessions between April and June. During this time, the district and campus staff will review curriculum resources, develop a scope and sequence for the course and develop student and parent information documents. The administration will meet every six weeks to review report cards and curriculum documents to ensure the course is successful. In addition, the teacher of record who will be pursuing a master's degree will be assigned an administrator mentor. He/she will meet with the mentor at least twice a month to review progress in the degree program, review areas of support needed and discuss the progress of the E&T pathway for students.

All data collected will be documented and reviewed to determine compliance and progress. If modifications are warranted, the district will provide additional supports as needed. Some areas of supports may include, content area tutoring sessions and pedagogical supports for teachers seeking degrees and/or certifications. These supports will be offered at no additional charge to the employees.

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.

The campus and district administrators have met to review how the current CTE program could include E&T courses and develop a pathway to provide high school students the opportunity to take courses to inspire them to become teachers. The district/campus has begun the process to rework the master schedule and review teacher qualifications for teaching the E&T courses. In addition, the campus administration has collected information regarding the TEKS and course requirements.

Currently the high school employees 8 CTE teachers who meet the criteria for teaching E&T courses. These teachers are rated as at least proficient on the T-TESS rating scale. In selecting the teacher for E&T, the district will consider not only a teachers T-TESS rating, but also will look at years of teaching experience (at least 5), history of inspiring students and a productive working relationship with students and staff. Due to the size of the campus, the district will select one teacher for the E&T pathway.

The district intends to start the E&T pathway by offering a pilot class in the Spring of 2018 (already in place) and to begin offering additional courses over the next three years. For the 2018-2019 school year, the district will offer Principles of E&T and Instructional Practices. For the 2019-2020 school year, the district will offer Principles of E&T, Instructional Practices and the Practicum in E&T.

In June 2018, the district will coordinate a curriculum writing opportunity for the E&T teacher to work with the regional service center, consultants and local personnel to develop a curriculum plan for the courses being taught. During this time, the teacher will develop a scope and sequence, unit guides and develop materials for the course. Throughout the school year, the district will provide the teacher with six days to work on curriculum development. In addition to curriculum writing opportunities, the teacher will have the opportunity to visit at least two campuses where E&T is being taught to view and collaborate with other teachers in the field.

Additionally, the campus has already begun the process to join TAFE for the 2018-2019 school year. The campus administrators will work closely with teachers, parents and students to ensure that students are not only registered as members but that they are prepared to compete in competitions offered through the CTSO.

The campus will be hosting a special event for students in the Fall to "Join a Club". During this event students will receive information regarding the benefits of joining TAFE. All students who are interested will be permitted to join. In addition, the campus will make great efforts to recruit students who are interested and share the benefits of teaching to entice students who may have not considered education as a career goal. The district/campus will host a series of preparation sessions and will provide students support for the competitions that TAFE offers.

As part of the ongoing recruitment efforts the campus administration and counselors will work closely with the E&T teacher to provide students with presentations, site visits and other career based information. The intention of these sessions is to provide students with information regarding teaching careers and inspire them to pursue a degree in education.

The district is committed to fully participating in the TAFE offerings, trainings and professional development that is offered for teachers and students. The district business manager will be meeting with the campus principal during the month of April to review budget needs and discuss travel/supplies that will be needed for the new program.

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 7 times \$11,000 77,000

Number of participants pursuing certification only 3 times \$5,500 16,500

Total of above two lines 93,500

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 93,500

Pathway 3 0

Education and training courses 3,000

Total grant funds requested 109,500

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. Pathway 1: Provide funds for one teacher to obtain a master's degree	10,000
2. Pathway 1: Attend the TEA required Training	3,000
3. Pathway 1: Identify, select and implement proper curriculum resource for CTE E&T courses	3,000
4. Pathway 2: Provide funds for 7 paraprofessionals to obtain bachelor's degrees	77,000
5. Pathway 2: Provide funds for 3 paraprofessionals to complete teaching certifications	16,500
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Total grant award requested	109,500

**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.

1

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.

Identifying Teacher Participants:

The district has already begun the process for reviewing teacher candidates for the E&T pathway. Currently the high school employees 8 CTE teachers who meet the criteria for teaching E&T courses. These teachers are rated as at least proficient on the T-TESS rating scale. In selecting the teacher for E&T, the district will consider not only a teachers T-TESS rating, but also will look at years of teaching experience (at least 5), history of inspiring students and a productive working relationship with students and staff. Due to the size of the campus, the district will select one teacher for the E&T pathway.

Recruitment Strategy:

The district will work closely with current teachers that meet the qualifications for E&T, have demonstrated proficiency in T-TESS, are recommended by campus administrators and have at least 5 years of teaching experience. In addition, the district will consider only applicants who are committed to completing a master's degree within two years. Currently the district employs a population that mirrors our student population. Caution will be taken to ensure that teachers in E&T represent the current diversity of the students who he/she will be serving. Although it may not be plausible to ensure the teacher selected is from a hard-to-staff area, the district will ensure that through the instruction and classroom assignments, students are exposed to experiences in hard-to-staff areas including

MOU:

The district will require all participants to commit to the following: (1) participate and completing a mentoring program with district/campus administrators; (2) provide documentation of passing all course work with a 2.5 GPA or better for reimbursement of tuition and fees; (3) enroll and complete an agreed upon master's degree as representative of the needs of the district; and (4) if hired by the district, remain in the district as a teacher for at least 5 years after the completion of the degree.

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 district currently has two (2) partnerships with IHEs that offer dual enrollment. The district has already initiated discussions that would expand current offerings into the Education and Training pathway. Through the process of expanding the current MOUs, the district would meet and plan with the IHEs to (1) review the course alignment and develop a course crosswalk; (2) review and discuss course content; (3) evaluate instructional materials for use with students; (4) sign a formal MOU for students to obtain college credit for approved dual enrollment courses.

As previously noted, the district has already initiated the process for development of the MOU. The district intends to have the initial MOU approved by September 2018, however, finalization of the MOU will not be available until the district employs a teacher who meets the required degree and hours requirements for the IHE.

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.

The district will begin recruiting students in middle school career explorations courses. The recruitment will start with the middle school teacher expanding a unit of study focused on careers in education. Further, the middle school counselor will include education-based careers in career day and presentations.

The recruitment efforts at the high school level will build upon the work at the middle school. During each student's freshman year, the district requires students to take professional communications course. Through this course, students learn the required TEKS while investigating careers and degrees. An emphasis will be made through this course to engage students in content that will inspire them to become teachers. The Professional Communications instructor will be responsible for coordinating at least two events per semester that connect learning to high-need teaching fields.

The recruitment will also extend into parent meetings. The district will require that at all parent functions, meetings and information sessions that each campus share information regarding careers in education as well as information regarding college degrees that are required to obtain positions in teaching.

The third area of recruitment will take place at the high school in two ways. First, the campus will promote the teaching field as well as other areas of interest within education as well. The district will begin to incorporate lessons related to connections to education through each CTE course offered at the high school. Included in these lessons will be visits to district facilities to promote positions within the district and will focus on the connections between teaching and positions. For example, students will meet with counselors, facilitators, campus administrators and district administrators to view different positions in which teaching can lead to further one's career.

**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.

The district will recruit participants first based on their ability to fill high need positions within the district.

Recruitment:

The district began the process for identification by surveying the 24 paraprofessionals that are currently employed by the district. According to the survey there were 10 current employees that are not eligible (due to personal interest and/or ability to meet the two-year completion term), There are currently 9 paraprofessionals who are within 2 years of graduating with a bachelor's degree and 5 paraprofessionals who are within 2 years of completing an Alternative Certification Program.

The eligible applicants will be required to "apply" for the program. Applications will include employment goals, transcripts and recommendations from at least one professor and one administrator. Recommendations will be on a Likert scale to allow for a scaled approach to rating applicants. Consideration will be made for applicants who have been with the district for a longer duration of employment. In addition to the application, the paraprofessionals will be asked to declare the type of degree/certification they are seeking. Considerations will be made for filling high need positions within the district.

MOU:

The district will require all participants to commit to the following: (1) participate and completing a mentoring program with district/campus administrators; (2) provide documentation of passing all course work with a 2.5 GPA or better for reimbursement of tuition and fees; (3) enroll and complete an agreed upon bachelor's degree/alternative certification program as representative of the needs of the district; and (4) if hired by the district, remain in the district as a teacher for at least 5 years after the completion of the degree/certification.