



2018-2019 Grow Your Own Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

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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 GRANTS ADMINISTRATION

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 **Region 5 ESC** CDN or Vendor ID **181950** ESC # **5** Campus # **[redacted]** DUNS # **074195330**

Address **350 Pine Street, Suite 500** City **Beaumont** ZIP **77701** Phone **409-951-1709**

Primary Contact **Sherrie Thomas** Email **syt@esc5.net**

Secondary Contact **Stacey Hughes** Email **shughes@esc5.net**

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 **Danny Lovett, Exec Director** Signature  Date **3/8/2018**

Grant Writer Name **Sherrie Thomas** Signature  Date **3/8/2018**

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

701-18-106-099



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to (Pathway 3)

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Applicant Information

Name CDN or Vendor ID ESC # Campus # DUNS #

Address City ZIP Phone

Primary Contact Email

Secondary Contact Email

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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.

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
To establish an internal teacher pipeline from existing staff within two (2) participating rural districts; 8 campuses	By creating a partnership between ESC 5's ESTABLISHED Teacher Certification and Mentoring Program and the two rural districts to design and collaborate on an educational design that will lead to teachers being certified.
To train and transition fifteen (15) paraprofessionals and teacher aides to full-time certified teachers	By combining 300 + hours of training in the following competencies: • Instructional planning and delivery • Knowledge of student learning • Content knowledge and expertise • Learning environment • Data-driven practice • Professional practices and responsibilities w/Mentoring and an Internship
To certified fifteen (15) bachelor level school staff members as certified teachers in order to address the teacher shortage for two rural districts	By accepting teachers with a Bachelor degree into ESC 5's Teacher Certification Program and preparing them to pass the exam and serve as teacher prepared to work in a rural setting

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.

Goal One: To have 15 certified teachers by 6/30/20; Jasper ISD 10 participants; Newton ISD 5 participants

Goal Two: To support 2 non-degree individuals within their last year of completing a bachelor degree in becoming a certified teachers. Jasper ISD 1 participant; Newton ISD 1 participant by 6/30/20

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, May, June, July, 2018: Program Implementation Preparation Period:

- (1) Preliminary MOUs and agreements are finalized between ESC 5 and two participating districts
- (2) Fifteen (15) teacher candidates are finalized from each participating district (13 with Bachelor Degrees/2 without BA's)
- (3) MOUs for teachers and programs created and finalized
- (4) A mentoring plan and Internship are devised specifically for rural schools; and mentors are trained
- (5) Participants are assigned clinical teaching field supervisors
- (6) Written plans with assistance from ESC 5's CTE Program Coordinator for high schools to establish their CTSO (TAFE or FCCLA).

Measurable Progress (Cont.)

Second-Quarter Benchmark:

August, Sept. Oct. Nov. 2018 Program Implementation

- (1) All participants are on target for completing the coursework
- (2) All participants have been assessed for additional needs and assistance
- (3) Second quarter participant feedback surveys to be use for program quality assurance
- (4) Formative evaluation will be conducted: a) assess program activities for appropriateness and effectiveness; b)review progress toward meeting goals.

Third-Quarter Benchmark:

Dec. 2018, Jan. Feb. March 2019

- (1) All participants are on target for completing the certification coursework
- (2) All participants have been assessed for additional needs and assistance
- (3) Third quarter participant feedback surveys to be use for program quality assurance are administered
- (4) Formative evaluation will be conducted: a) assess program activities for appropriateness and effectiveness; b)review progress toward meeting goal

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.

ESC 5 uses a Rapid-Cycle Evaluation model, for short-term grant programs. This assessment model is an immediate and interactive process which includes techniques for formative (during the program), and summative (final outcome)reviews to assess the effectiveness of the implemented activities, track performance measures, as well as monitor participant progress. Under the direction of the Project Director, ESC 5 staff will conduct formative assessment at the end of each quarter as outline in the benchmark sections. The program will also depend on informal assessments like feedback obtained through ongoing communication among participants, mentors and ESC staff to make adjustments as needed. All collected information will be analyzed and used to immediately identify and correct problem areas during the early stages of this short grant program. Three primary categories will be assessed each quarter as listed below and will provide program staff with ongoing needs assessments.

AREA OF ASSESSMENT

INDICATORS TO REVIEW (Formative)

*Program Implementation

- *The functionality of the partnership between districts and ESC
- *Effectiveness of the curriculum to adequately prepare teacher candidates
- *Implemented activities are producing the anticipated outcomes
- *Ongoing communication among all stakeholders
- *Expenditures according to approved budget
- *Tracking performance of graduates

*Program Goals

- *Clinical Teaching Field Supervisors' records of working with candidates
- * Teacher candidates scores on program's pre-certification exams
- *University candidates are on track to complete degree by 6/30/20

*Participant Progress

- *Teacher candidates scores on program's exams
- *Participants' competency and readiness documents
- *Self Assessments, participant surveys, mentor and coaches feedback

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.

Region 5 ESC, in collaboration with its CTE Program Coordinator, will assist one high school in creating the Education and Training courses and Instructional Practices and assist the other HS in continuing to offer courses and membership of CTSO. The CTE Program Coordinator will audit current programs and offer suggestions in improving the overall program. This specialist will coordinate with the LEA that does not already have a program to identify certified personnel who can teach the course, prospective students that will take the courses and follow-up for students to progress to the Practicum in Education.

CTSO activities for both districts will be re-focused as integral components to responding to the teacher shortage in the long term. ESC 5's CTE Program Coordinator will support districts in planning:

*Instructional strategies to develop, improve and expand occupational competencies related to teaching and other jobs in the community;

*Enrichment and enhance classroom/laboratory learning as an extension of the classroom/laboratory instructional programs related to teaching and other jobs; and

*Organized activities for students to gain personal and leadership skills, making them more employable, preparing them to become productive citizens and assisting them in assuming positive roles in the home and community;

Planning with a time line, roles and responsibilities will be completed by the end of the first quarter as outline in the benchmark section.

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.	Teacher Certification for 13 Participants @ 5000.00 each	65,000
2.	Costs toward BA degree in Education for 2 Participants @ 11,000.00 each	22,000
3.	Education/Training Courses and Related CTSO Participation and Events 3000.00 for 2 Districts	6,000
4.	Indirect Cost for Fiduciary Activities @ 6.5% (10.9% approved rate)	6,500
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Total grant award requested		99,500

**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.

Preliminary recruitment and selection of program participants have already started in order to determine the needs for this grant project and identify potential candidates. A planning team made up of district and ESC staff will continue to implement grant activities if this SSA is successful at securing the grant funds.

Preliminary Recruitment

Both districts started with a targeted needs assessment, which focused on subject areas with teacher shortages as well as disparities in representations of the student body, reflected in the teachers for their districts. Each district involved current teachers of diverse races/ethnicities as well as those teachers intimately working with the potential candidates in the preliminary recruitment exploration and planning. Local Administrators will continue to engage these groups of teachers in ongoing strategic planning.

An ideal degreed candidate, for both districts, should have at least a bachelor degree, lives in the community, and has worked at the district for a minimum of a year. A potential participant without a degree with the same characteristics as listed above would be welcomed to join the program, if this person could complete his or her degree within a year of acceptance into ESC 5's teacher certification program.

Final Recruitment – 2n Screening

The planning committee will continue to outline the details for recruitment but has identified the following as requirements: (1) an individual with aspirations in becoming a teacher with appropriate interpersonal skills, (2) an individual's professional behavior with colleagues and students, (3) his or her passion for working with students, (4) their willingness to communicate with parents, (5) oral and written communication skills, (6) organizational skills, (7) dependability, and (8) ability to work on a team.

Methods and instruments to determine if a candidate meets the requirements listed above will be identified and developed during Q1, the planning period.

ESC 5 Candidate Selection Process

Candidates must complete an application process that includes a written evaluation for their teaching aspirations, goals and objectives, an on-site interview with the program director utilizing a program rubric, a passing score on the Reading, Comprehension and Vocabulary Nelson-Denny exam, and three references.

Description of the Memorandum of Understanding (MOU)

The ESC Program Staff will assist its SSA member districts in creating a MOU to be used with participants that includes: (1) each party responsibilities, (2) an outline of funds and use of funds, (3) the participants' short-term and long-term commitments to the district and the program with time lines and deadlines.