



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.

701-18-106-101

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 for highly-qualified, bilingual teachers (hard-to-staff area)	This project will increase the number of teachers, especially bilingual, in the future by preparing current 9-12 students for a future career in education. Students will prepare for a future career in education through participation in pre-education courses and a CTSO (TAFE/FCCLA) club.
Need for dual credit courses for high school students	This program will increase dual credit courses for FFA high school students by establishing high-school Education and Training courses that become certified dual credit, with a dual credit certified-teacher.
Need for teacher with Master's Degree to teach Dual Credit Education and Training courses.	This program will ensure that the teacher of the Education Career courses obtains the Master's Degree necessary for Dual Credit certification.

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.

At least twenty-five (25) 9th-11th grade students, including bilingual students, will participate in a newly established Education and Training Instructional Practices course and CTSO (TAFE/FCCLA) club activities at Faith Family Academy in 18-19 school year; 50 9th-12th grade students will participate in Instructional Practices and/or the Practicum in Education and Training course in the 19-20 school year, with courses certified as dual credit by 20-21.

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:

- Award Date - April 13, 2018 ---- First Quarter April - June 2018 (Pathway 1)
- Confirm Education and Training teacher for Instructional Practices course to begin in fall of 2018
- Enroll Education and Training course teacher in Master's Degree Program and Summer Semester courses
- Recruit and enroll 9th-11th grade students for Instructional Practices course for SY18-19
- Establish CTSO (TAFE/FCCLA) Chapter and begin to recruit students to participate in 18-19 SY
- Prepare to offer Education and Training Instructional Practices course in Fall 2018
- Establish program data collection and reporting procedures; grant implementation team meets
- Education Career course teacher, principal, and college/career counselor attend TEA Teacher Institute June 12-14, 2018

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

July - September 2018

- Continue to recruit students to participate in Instructional Practices course and CTSO (TAFE/FCCLA) club;
- Obtain instructional materials and supplies for Instructional Practices course and CTSO (TAFE/FCCLA) club activities
- 9th - 11th grade students begin first six weeks in Instructional Practices (August 20, 2018)
- CTSO (TAFE/FCCLA) club activities begin with start of school
- Education Career Teacher enrolls in Fall Semester Coursework in Master's Degree Program
- Teacher attends CTSO (TAFE/FCCLA) summer leadership workshop in July and CTSO (TAFE/FCCLA) Teacher Leader's Workshop in late September

Third-Quarter Benchmark:

October - December 2018

- Students participate in second and third six weeks in Instructional Practices course
- Ongoing CTSO (TAFE/FCCLA) club activities
- Education Career Pathway teacher continues in Fall Semester Coursework in Master's Degree Program
- CTSO (TAFE/FCCLA) club members prepare to participate in "Teach Tomorrow Summit of TAFE" in Spring 2019
- Meet with dual credit higher education partner to determine requirements for courses to become dual credit by 20-21
- Survey students and course teacher on program implementation

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The district's Cabinet, including Assistant Superintendents of Curriculum & Instruction, Special Programs, and School Leadership, meet on a regular basis and will review program progress and discuss project implementation milestones, schedules, student and teacher progress, and challenges and successes. The Assistant Superintendent of Special Programs (Program Director) will be responsible for ensuring that program implementation is on schedule and that all fiscal practices are consistent with local and state requirements. Regular meetings between district and campus-level program staff, including course teacher and college counselor, will allow the team to monitor program implementation and participant feedback for program improvement. Program staff will share qualitative program observations and quantitative data regarding program implementation with the Program Director in order to support ongoing process evaluation of the program implementation, and make adjustments to implementation needed to ensure the success of the program. The Assistant Superintendent of Special Programs will also monitor and support progress of the Education and Training teacher enrolled in the Master's Degree program.

FFA will collect and report on all mandatory performance measures outlined within the Program Guidelines of the grant as required, including the Required Performance Measures: a. Number of teachers pursuing their M.Ed.; b. Number of students enrolled on the high school campus per grade level; c. Number of students enrolled in each education and training course; d. Demographics of teachers and students participating in the program; e. Number of students participating in at least one CTSO (TAFE/FCCLA) activity or event; f. Number of students completing each course in the Education and Training sequence offered at the high school campus; g. Number of students completing the entire Education and Training sequence offered at the high school campus; h. Percent completion of bi-annual TEA developed survey of participant groups including: participating teachers, students, campus principals, and campus counselors; i. Number of M.EDs awarded; and the j. Number of students who participated in at least one Education and Training course who are enrolled as education majors.

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.

Faith Family Academy (FFA) is a charter school district based in the Dallas/Fort Worth Metroplex. FFA is a high-needs district, with 98.7% economically-disadvantaged students, 83% at-risk students, and 53.4% English Learners. The Oak Cliff Campus in south Dallas serves 2,211 PreK-12 students, with 525 high school students in Grades 9-12. FFA serves some of the highest concentrations of economically-disadvantaged students and English Learners in the area. 29% of students are African American; 67% are Hispanic; and 4% are White. FFA is committed to giving each student an elite, quality education that will ensure students are prepared and positioned to go on to higher learning and success at the university of their choice. FFA provides an exemplary education for a diverse student body by emphasizing positive self-esteem, high academic standards, and an appreciation for the fine arts and global responsibility. Faith Family Academy has a strong emphasis on bilingual and dual language programs PreK-12, and a focus on CTE, AP, and Dual Credit Courses at the high school level.

FFA is uniquely positioned to launch a Dual Credit Education Career course sequence to prepare our students to become future educators, especially bilingual educators. We currently have a number of students, including bilingual students, who have independently pursued education degrees and returned to work at FFA. This program would allow us to recruit 9-12 grade students from diverse backgrounds to participate in an Education and Training course sequence to accelerate that process and increase the number of FFA students who return to teach in the future, in hard-to-fill positions, especially bilingual.

In order to increase the number of high school students who are prepared for future careers in education, including bilingual educators, this project will implement a new series of Education and Training courses that begin in the 9th grade and continue through 12th Grade. The program will begin in the Fall of 2018 by implementing the Instructional Practices course and add the Practicum in Education and Training in the 19-20 school year. We are projecting a full course sequence to be rolled out over the next four years to include courses such as: Principles of Education & Training, Human Growth & Development, Instructional Practices, and a Practicum in Education and Training. As a PreK-12 campus, our campus offers multiple opportunities for the Practicum in Education and Training course for participating students to work with younger students in the elementary and middle school grades. This in-house practicum will offer participating Education and Training course students with practical opportunities in working with students, supporting teaching in small groups and centers, developing lesson plans, and looking at generalized data.

Campus staff, including the Program Director, Education and Training Teacher, campus college/career counselor, and principal, will recruit rising 9th-11th grade students into the program beginning in the Spring of 2018. (FFA is a PreK-12 campus, so the counselor and teacher will be able to access rising 9th grade students). The goal will be to recruit a minimum of 25 students to participate in the Instructional Practices course in Fall of 2018.

This program will require a teacher with a Master's Degree to be certified for Dual Credit status by 20-21. A teacher who is interested in teaching these courses and obtaining the required Master's Degree will be recruited and selected to enroll and complete the appropriate Master's Degree program. Program staff will support this teacher along the way to ensure that the teacher successfully completes the Master's Degree program. The Program Director will meet with dual credit higher education partner to identify and meet IHE requirements for courses to become dual credit by 20-21.

The Education and Training Teacher in coordination with the Program Director will establish a CTSO (TAFE/FCCLA) school chapter. CTSO (TAFE/FCCLA) activities will be embedded in in-classroom activities, as well as additional after-school activities. Through CTSO (TAFE/FCCLA) activities, students will: 1) Learn about the teaching profession, its opportunities, responsibilities, and its important role in our democracy; 2) Explore personal interests and abilities in relation to the various fields of teaching; 3) Cultivate the qualities of personality, character, and leadership which are essential in good teachers; 4) Learn how and where teachers receive their training, the cost, scholarships available, number of years required, certification requirements, and standards; 5) Study the lives and influence of great teachers. The Education and Training Teacher will attend TAFE trainings and conferences in the Summer and Fall of 2018 to be trained in TAFE activities and programming.

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 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 16,000

Pathway 2

Pathway 3

Education and training courses

Total grant funds requested 16,000

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 Master's Degree Program for Teacher Certification for Dual Credit	10,000
2. Travel costs associated state-provided professional development (3 people) - June 12-14, 2018	3,000
3. Texas Association of Future Educators teacher and student membership, event participation	500
4. Teacher and student travel costs associated with CTSO (TAFE/FCCLA) events/conferences	1,000
5. Instructional materials for Education and Training & CTSO (TAFE/FCCLA)	1,000
6. Consumable Supplies for Education and Training course and CTSO (TAFE/FCCLA) activities	500
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Total grant award requested	16,000

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.

One (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.

The program will be shared with teachers, and teachers will also be able to nominate themselves for the program. Nominations will also be solicited from the high school campus principal to further identify and recruit Education and Training teacher nominees who have a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, and good relationships with students. Applicants will also be recruited based upon their experience and proficiency in the field of education, as well as recruiting applicants from traditionally hard-to-staff content areas, such as bilingual. Applicants will be pre-screened through the following criteria:

1. STAAR scores (if in a tested subject) are higher than the district average;
2. The nominee participates regularly in campus PLCs;
3. The most recent T-TESS evaluation was proficient or above in all areas with at least one or more areas accomplished or distinguished.
4. Depth of involvement in student organizations.

The selection will prioritize bilingual nominees and nominees that meet the demographic diversity of the district, which is currently 29% African American; 67% Hispanic; and 4% White. The high school campus principal, in coordination with the Assistant Superintendent of School Leadership, the Assistant Superintendent of Special Programs, and the Assistant Superintendent of Curriculum & Accountability will interview prospective nominees to select one (1) Education and Training teacher to participate in the "Grow Your Own Program" for Faith Family Academy (FFA) according to the above criteria.

The district will develop a Memorandum of Understanding to be signed by the selected Education and Training Teacher. This Memorandum of Understanding will specify the requirements and responsibilities of participation in the Grow Your Own Teacher Program, including: Master's Degree enrollment and completion responsibilities; Education and Training course responsibilities; TAFE leadership responsibilities; and other Education and Training teacher responsibilities. In addition, the MOU will specify that the selected teacher commits to remain teaching in the LEA for four (4) years as a condition of receiving the stipend to pay for the Master's Degree, in order to teach the Education and Training courses as dual credit beginning in 20-21.

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.

Faith Family Academy (FFA) currently has a partnership and MOU with Mountain View Community College to offer FFA students Dual Credit courses, where instruction is provided to high school students for the immediate award of both high school and college certificate and associate degree credit. The partnership has been developed in accordance with the Texas Higher Education Coordinating Board (THECB) rules and regulations as well as Dallas County Community College District (DCCCD) policies and procedures.

The MOU outlines the DCCCD Guidelines for Dual Credit Courses. There are a number of requirements for students to enroll and complete Dual Credit Courses that FFA is already implementing with the current MOU, including: pre-assessment activities and practice tests; students taking the Texas Success Initiative Assessment (TSIA) battery of tests; processes to enroll students in Dual Credit Courses with Mountain View Community College; and supports for students to succeed and complete Dual Credit Courses. The MOU with Mountain View Community College is renewed annually. Upon receipt of the grant, the Assistant Superintendent of Special Programs work with the Mountain View Community College Dual Credit program staff to determine all program requirements necessary to add Instructional Practices and/or Practicum in Education and Training to the Dual Credit MOU Agreement held between Faith Family Academy and Mountain View Community College (School Year 18-19); take all necessary required actions to add these Education and Training courses to the Dual Credit MOU (School Year 19-20), including the Education and Training teacher completing a Master's Degree Program; and revise and adopt a new MOU for the 20-21 school year that includes the appropriate Education and Training Courses for Dual Credit.

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.

At least twenty-five (25) 9th -11th grade students will be recruited to participate in the Instructional Practices course in Fall of 2018. Recruiting will include student self-identification, as well as teacher and staff recommendations of students who have indicated interest or aptitude for a career in education and training. Recruiting efforts will target students that match the demographic diversity of the district to the extent possible, which is currently 29% African American; 67% Hispanic; and 4% White, including bilingual students. The Assistant Superintendent of Special Programs, future Education and Training teacher, and campus college/career counselor will view historical student performance data and determine a cutoff score for enrollment based on an appropriate national benchmark for success in Education and Training courses.

The Assistant Superintendent of Special Programs, future Education and Training teacher, and campus college/career counselor will engage in **intensive student recruiting activities** in Spring of 2018 to ensure the success of the program. The Assistant Superintendent of Special Programs, future Education and Training teacher, and campus college/career counselor will hold **student and parent information sessions** about the new course and TAFE activities to recruit students to the program. They will utilize the district's online **Learning Management System, Schoology**, to promote the program to staff and students, and promote the program at **faculty meetings** to communicate and enlist staff support in recruiting students. The Assistant Superintendent of Special Programs, future Education and Training teacher, and campus college/career counselor will also **meet with leaders of student body organizations**, such as Student Council and Interact (Rotary leadership club) to disseminate information about the program and recruit students. The Program Director, future Education and Training teacher, and campus college/career counselor will create **program flyers, an online presence, and phone messages** to recruit potential candidates. In addition, the district will "spotlight" the students and program on a regular rotation through district communications vehicles, e. g. website, social media, and online LMS (1x/6 weeks) to support future recruiting efforts for 19-20 and beyond.