



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
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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 **Robert Taylor Knight** CDN or Vendor ID [redacted] ESC # **20** Campus # **443** DUNS # [redacted]

Address **2603 Ave E** City **Hondo** ZIP **78861** Phone **8304263341**

Primary Contact **Robert Knight** Email **rknight@hondoisd.net**

Secondary Contact **Gabby Haby** Email **ghaby@hondoisd.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:

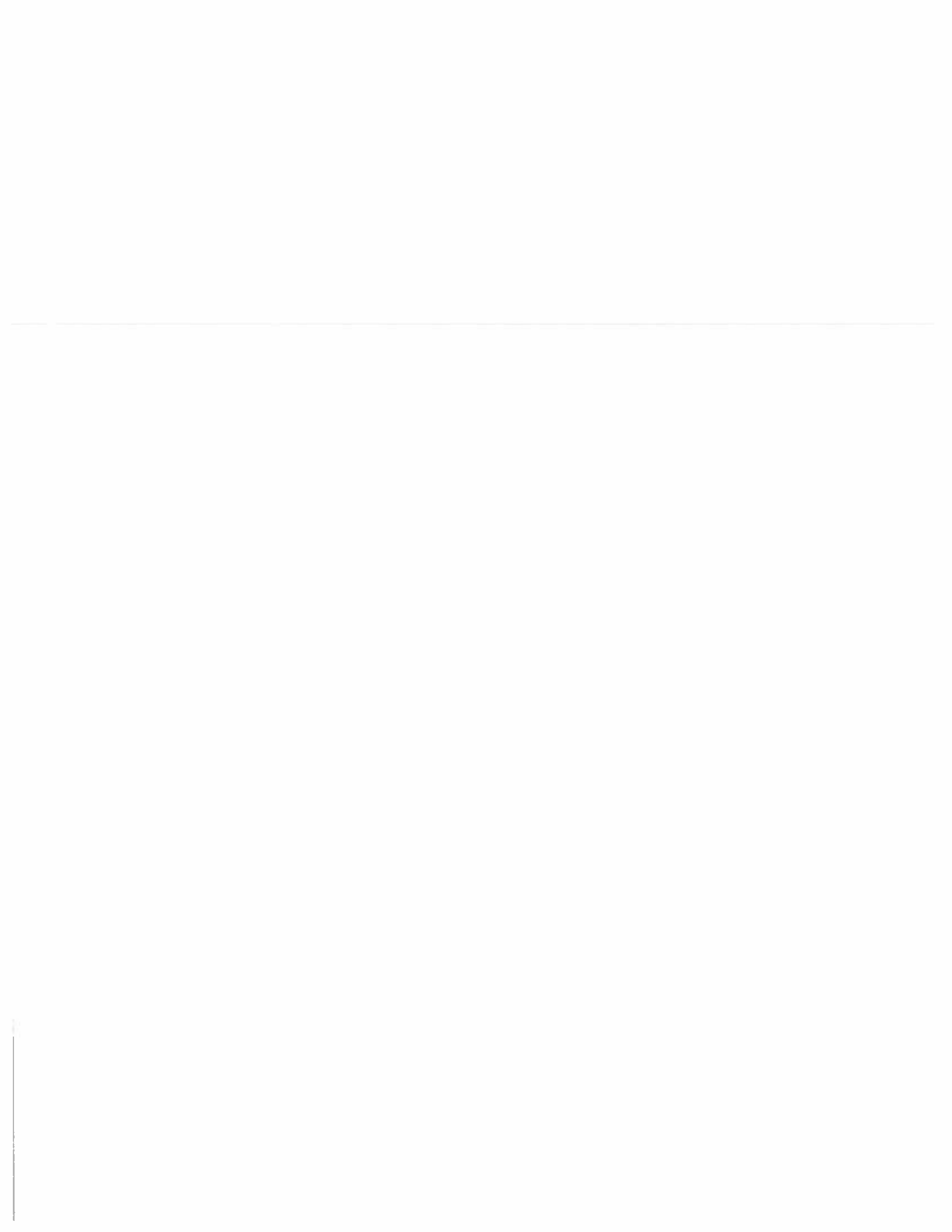
- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title **Robert Knight** Signature **RTK** Date **03/12/18**

Grant Writer Name **Robert Knight** Signature **RTK** Date **03/12/18**

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

701-18-106-102



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
Uncontrollable factors make it difficult to compete with area districts for quality professional teachers.	By offering CTE courses in educations, and eventually dual credit coursework, HISD will be able to recruit, develop and retain quality teachers from within our own student ranks.

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.

Hondo ISD will interview and consider for hire, 3 licensed educators that took part in our dual credit education courses by the year 2026.

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:

In the fall of 2018, Hondo High School teacher KH will be enrolled in a qualified Master's Degree program in Education. In the fall of 2018, Hondo High School will offer CTE course "Principal's of Education and Training" as part of a 4-year coherent sequence.

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

In the fall of 2020, Hondo High School teacher KH will have completed her Master's level coursework and will teach dual-credit coursework in Education and Training.

Third-Quarter Benchmark:

In the fall of 2021, Hondo ISD will track former student participants and data will show that 5-8 former students are participating in an EPP.

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.

Teacher selected for training will be asked to submit a degree plan upon entry into the Master's Program. Teacher will submit subsequent report cards tracking progress. Counselors will monitor # of students on track to complete HS coursework within the Coherent Sequence created for the program. Counselors will track student career interest annually by performing student interest surveys. These surveys will be cross referenced with students on coherent sequence to ensure that students on sequence have interest in becoming teachers. Upon graduation, campus staff will document and record the number of students from coherent sequence that have entered a 4-year university with intent of finishing and EPP. Campus staff will ask for an annual submission of recorded coursework from all students participating in the program. District and campus staff will document and record the number of qualified licensed educators that have completed the program and applied for employment with the district.

Any deviation from timeline will be dealt with on an "as needed" basis. If chosen teacher is unable to complete the requirements, subsequent interested teachers will complete the screening process and be considered.

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.

Initial screening of qualified teachers for Track 1 of program has been completed. Qualified and currently employed teacher has been chosen. Teacher chosen currently works closely with FCCLA and has experience in Child Development.

4 year coherent sequence will begin the the fall of 2018. The sequence will include: Principles of Edu. and Training, Human Growth and Development, Instructional Practices and Practicum in Ed. and Training. The sequence will be implemented over the course of 4 years with additional class added each year. By the insertion of the Instructional Practices, courses 3 and 4 will aligned with dual-credit opportunity.

Student in program will be active participants in FCCLA. Students in program will be given opportunities for a broad spectrum of instructional observations within the district over the course of 4 years. Students will participate in a Practicum during senior year which will include an internship.

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. Supplies, Materials, Registration Fees and Travel	3000.00
2. Tuition	10000.00
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Total grant award requested

**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.

Being a small rural district, the teacher for this program has already been chosen. Instead of describing how we chose applicants, I will describe how and why we chose this teacher. When identifying the teacher, we look at number of years of experience and current certifications and job assignments. Our applicant currently teaches Child Development and is active in FCCLA as an event sponsor. 3 years of TTESS/PDAS evaluations were considered along with other administrative documentation. The teacher chosen has a proven track record of student success in both the classroom and in our FCCLA program. The teacher has entered into a 10 year MOU with HISD.

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.

Partnership will local agency, SWTJC, is currently in place. HHS currently offers over 45 hours of dual-credit opportunities. Based on current requirements, selected teacher would be eligible to teach for this agency. Additional dual-credit partnerships will be sought directly with 4-year universities. HHS is in contact with multiple area universities in an effort to create these opportunities. Dual credit MOU will be in place by May of 2020 to begin instruction in August.

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.

Initial recruitment will be based on student interest. Students who enter the practicum must have a B average or higher in all subsequent coursework. During the completion of the 4-year coherent sequence, students will be given multiple opportunities to perform observations and have interactions with the teaching profession. Students will take part in peer mentoring programs to include content area tutorials, limited instructional opportunities and peer mediation/counseling. Students participating in the program will be monitored and success in the program will be celebrated via awards presentations.