



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

RECEIVED
 TEXAS EDUCATION AGENCY
 2018 MAR 13 PM 3:19
 DOCUMENT CONTROL CENTER
 GRANTS ADMINISTRATION

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.

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
20 LEAs identified teacher shortages and answered "yes" to the question "Do you request Region 16 serve as fiscal agent for the Grow Your Own Grant?"	Region 16 will establish and maintain a Shared Service Arrangement and serve as fiscal agent for approximately 20 LEAs that are seeking funding through the Grow Your Own Grant Program Pathway 1 and/or Pathway 2.
11 LEAs identified teacher shortages and requested 19 stipends via Pathway 1 (i.e., Masters Degree Stipend for Education and Training Course Implementation).	Region 16 will establish and maintain a Shared Service Arrangement and serve as fiscal agent for approximately 11 LEAs that are seeking funding via Pathway 1 of the Grow Your Own Grant Program.
19 LEAs identified teacher shortages and requested 37 stipends via Pathway 2 (i.e., Transition of Paraprofessional, Aides, & Long-Term Subs to Full-Time Teaching)	Region 16 will establish and maintain a Shared Service Arrangement and serve as fiscal agent for approximately 19 LEAs that are seeking funding via Pathway 2 of the Grow Your Own Grant Program.

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.

Region 16 will support LEAs as they seek to grow and recruit qualified and diverse educators by successfully establishing and maintaining a Shared Service Arrangement for identified LEAs. Per grant guidelines, Region 16 will serve as fiscal agent and will work with LEAs to establish metrics for measurable progress, project evaluation and modification, and statutory program requirements for both Pathways 1 and 2.

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:
 Participating LEAs will submit the following assurances to Region 16 ESC:
 -2017-2018 LEA Equity Plan Demographic Data
 -LEA Process for participant selection that includes current teacher certification, verification of employment, signed participant MOU (to include projected cost of program completion, agreed-upon time commitment, the selection of a HQ field experience-classroom teacher, Education and Training Course syllabus, and procedures for tuition reimbursement)
 -Commitment to attend Summer information session on or about June 12-14, 2018 (Pathway 1)
 -Evidence of participant enrollment in a Master's degree program (Pathway 1)
 -Evidence of participation in one or more of the following CTSO organizations: TAFE or FCCLA (Pathways 1 and 2)
 -Evidence of participant enrollment in a Bachelors degree EPP (Pathway 2)

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

Participating LEAs will submit the following assurances to Region 16 ESC:

- Itemized expenditures for the implementation of Education and Training Course(s) and/or CTSO participation/events for reimbursement up to \$3,000 (Pathways 1 and 2)
- Number of students enrolled in LEA's Education and Training Course(s) and participating in LEA's CTSO (Pathways 1 and 2)
- Evidence of registration in at least one CTSO competitive event (Pathways 1 and 2)
- Itemized expenditures-to-date related to participant's pursuit of Master's degree (Pathway 1)
- Itemized expenditures-to-date related to participant's pursuit of Bachelor's degree EPP (Pathway 2)

Third-Quarter Benchmark:

Participating LEAs will submit the following assurances to Region 16 ESC:

- First semester CTSO participation counts and Education and Training Course(s) enrollment(s)
- Evidence of progress toward participants' completion of degree by the end of the 2020 school year (i.e., Masters degree-Pathway 1, Bachelor's degree-Pathway 2)
- Evidence of LEA-IHE MOU or Letter of Intent to provide continued dual credit courses beginning the 2020-2021 school year

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.

As part of the project evaluation, participating LEAs will submit the following information to Region 16 ESC. Project evaluation data will be collected via Google Forms and utilized by Region 16 ESC to determine when and how to modify the program:

PATHWAY 1

- Number of teachers pursuing their M. Ed.
- Number of students enrolled in each LEA high school by grade level
- Number of students enrolled in each of the LEA's Education and Training Course(s) and CTSO(s)
- Demographics of teachers and students participating in the program
- Number of students participating in at least one CTSO activity or event
- Number of students completing each Education and Training Course
- Number of students completing the Education and Training CTE pathway
- Completion of the bi-annual TEA survey by students, participants, campus principals, and campus counselors
- Number of M.EDs awarded
- Number of students who participate in Education and Training Courses who are enrolled as education majors

PATHWAY 2

- Number of paraprofessionals/instructional aides/long-term substitute teachers receiving stipends to complete their bachelor's degree and/or teacher certification
- Demographics of paraprofessionals participating in the program
- Percent completion of bi-annual TEA developed survey of participant groups including participating paraprofessionals/instructional aides/substitute teachers, campus principals
- Number and type of teacher certificates awarded to participants
- Number of participants promoted to full time teaching roles within participating LEA

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.

As part of the statutory and program requirements, participating LEAs will submit the following information to Region 16 ESC via Google Forms to describe their plan for the implementation of the Education and Training Courses and establishment of the CTSO chapter at the LEA high school:

- What course(s) will be offered beginning in Fall 2018?
- How will the LEA select the teacher of record and the mentor teacher(s) for the course?
- What process will the LEA use to identify students to enroll in the course?
- Which CTSO will the LEA establish?
- How will the LEA build excitement and investment in the course on the participating campus?

Region 16 assures TEA that all employees of Region 16 ESC and all member districts of the SSA will abide by Section 22.0834 of the Texas Education Code (TEC) that requires fingerprinting.

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 19 times \$13,000 247,000

Pathway 2

Check this box to apply for grant funding under Pathway 2.

Number of participants pursuing BA and certification 37 times \$11,000 407,000

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

Total of above two lines 654,000

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 1 247,000

Pathway 2 407,000

Pathway 3

Education and training courses 60,000

Total grant funds requested 714,000

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.	Masters' Tuition (up to 10,000 per participant)	190,000
2.	Travel (lodging, transportation, and meals) up to \$3,000	50,221
3.	Administrative costs - indirect cost rate of 6.893% of total funding	9,930
4.	Education and Training Course implementation	60,000
5.	Bachelor's Tuition (up to 10,000 per participant)	370,000
6.	Salary, benefits, and related costs for ESC Coordinator at 15%	32,349
7.	ESC Coordinator travel to Summer Institute	1,500
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

Total grant award requested 714,000

**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.

Approximately 19 in the proposed Shared Service Arrangement

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.

As part of the program requirements for the Grow Your Own Grant Program, participating LEAs will submit the following information to Region 16 ESC via Google Forms to describe their plan for the teacher recruitment and selection process:

- A plan that addresses the LEA's process to identify the teacher participants, with indicators that include a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, etc.
- A plan that also addresses how the LEA has considered experience and proficiency of teachers and field-experience-classroom teachers, the 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
- A plan that also includes 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.

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.

As part of the program requirements for the Grow Your Own Grant Program, participating LEAs will submit to Region 16 ESC via Google Forms a plan to develop a partnership between an IHE and the LEA. This 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.

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.

As part of the program requirements for the Grow Your Own Grant Program, participating LEAs will submit the following information to Region 16 ESC via Google Forms to describe their plan to recruit students to participate in the Education and Training course pathway:

- A plan that includes a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- A plan that also includes 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.

**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.

Approximately 37 in the proposed Shared Service Arrangement

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.

As part of the program requirements for the Grow Your Own Grant Program, participating LEAs will submit the following information to Region 16 ESC via Google Forms to describe their plan for the teacher recruitment and selection process:

- A plan that addresses the LEA's process to identify the teacher participants, with indicators that include strong evaluation ratings, involvement in school activities, recommendations from colleagues, etc.
- A plan that also addresses how the applicant has considered pursuit of certification in hard-to-staff areas and the degree to which the diversity of the teacher population mirrors that of the student population.
- A plan that also includes 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.

Shared Services Arrangement Attachment

Fiscal Agent	County-District Number
Region 16 ESC	188950
Member LEA	
Booker ISD	148901
Borger ISD	117901
Bovina ISD	185901
Channing ISD	103901
Claude ISD	006902
Dumas ISD	171901
Follett ISD	148902
Gruver ISD	098901
Hart ISD	035902
Hartley ISD	103902
Higgins ISD	148903
Lazbuddie ISD	185904
Memphis ISD	096904
Miami ISD	197902
Perryton ISD	179901
Sanford-Fritch ISD	117903
Spearman ISD	098904
Stratford ISD	211902
Texline ISD	056902
Wheeler ISD	242903