



**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.

701-18-106-105

**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
Recruit experienced teachers and improve retention of effective teachers in order to increase student achievement in all core subject areas.	Partner with Relay Graduate School of Education to provide coaching & evaluation for up to 6 participants pursuing teacher certification. Provide evidence-based coursework & opportunities to practice & be evaluated in school settings. (Program has high retention of participants as FT teachers.)

**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.

Beginning in the spring of 2018, BakerRipley Promise Community School will recruit and develop 6 well-qualified teacher candidates who are committed to serving low-income campus populations with diverse needs through a 28-weeks clinical teaching assignment program administered by Relay Graduate School of Education that includes 5 on-site observation and feedback cycles per semester.

**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:

Mindsets and Professionalism: Participants will demonstrate key mindsets of high expectations, personal responsibility, continuing improving effectiveness, as well as professionalism standards.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark:

A) Management Simulation: Participants will be able to manage classroom behavior by applying techniques to ensure positive momentum and learning.

B) Opening a Lesson: Participants must prove that they can teach the opening of a lesson and the introduction to new material.

## Third-Quarter Benchmark:

A) Teaching a Full Lesson: Participants will submit a full lesson video and be observed teaching a lesson to determine their readiness for the increased on-ramp into teaching in May and ability to run a classroom the following year.

B) Full-Time Teaching Placement: Participants will be assessed for their readiness of becoming full-time teachers.

**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.

Between each benchmark, Relay Graduate School of Education will conduct a variety of assessments focused on specific teaching practices such as leading student practice, applying engagement strategies, or checking for understanding. Each participant is placed with a Resident Advisor whose classroom serves as a home base during the training year. Resident Advisors can be existing or potential instructional leaders or strong teachers who do not yet have leadership responsibilities. The Resident Advisor will fulfill several responsibilities to assist the development of the participant including: navigating the professional culture of a school; modeling excellent teaching; creating opportunities for the participant to practice new techniques; providing instructional and professional feedback; providing access to curriculum and lesson plan materials; communicating regularly regarding the development of the participant; and completing assessments.

Resident Advisors will use weekly meetings to provide participants with instructional and professional feedback. As the primary link and coach, the Resident Advisor observes the participant in action and provides weekly concrete action steps so the participant is consistently pushed to grow as a teacher. Resident Advisors will formally score participants on the Relay Graduate School of Education rubrics to assess their progress to date. Through surveys, participants will evaluate the assistance that they receive from Resident Advisors.

**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.

N/A: BakerRipley's Promise Community School does not include a high school campus.

**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 6 times \$22,000 132,000

**Education/Training Courses and Related CTSO Participation and Events**

Number of high schools  times \$3,000

**Funding Request**

Pathway 1

Pathway 2

Pathway 3 120,000

Education and training courses

**Total grant funds requested** 120,000

**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.	\$15,000 stipend for 6 participants	90,000
2.	\$5,000 field supervisor cost for 6 participants	30,000
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Total grant award requested		120,000

**Grow Your Own Grant  
Pathway 3 Grow Your Own Program Attachment**

**Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment**

**Program Participants:** Applicant must specify the number of teacher candidates 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 teacher candidates to participate in the program and receive the grant stipend.

- The plan must address their process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district.
- 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 teacher candidate commits to return to the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

*The following are excerpts taken from the MOU between Promise Community School District and Relay Graduate School of Education (Relay).*

**Recruitment:** Relay and Promise Community School District (PCSD) will recruit prospective participants. Relay will use its best efforts to recruit 6 prospective participants for consideration by PCSD. Prospective participants recruited by Relay and PCSD will meet the admissions requirements outlined below and will demonstrate the potential to be exceptional teachers. PCSD will use its best efforts to hire 6 participants. PCSD will support Relay's prospective participants recruitment by providing accurate hiring needs by content area and grade level. PCSD will provide a point person to guide participants recruited by Relay through the process of becoming an employee at a PCSD.

**Admission to the Relay Teaching Residency Program:** Prospective participants must meet the minimum requirements for admission to Relay. PCSD will screen for participants' admissions eligibility during the recruitment process with support from Relay as agreed upon by Relay and PCSD. Relay reserves the right to deny admission to all prospective participants who do not meet the admissions standards. Once prospective participants have been hired by PCSD and have successfully completed the Relay admissions process, Relay will officially accept them into the Relay Teaching Residency.

Participants must meet the following admissions requirements:

- Secure a full-time teaching position in a grade and subject that matches their intended Relay program of study at a PCSD school;
- Have a cumulative undergraduate grade point average of 3.0 or higher on a 4.0 scale (although applicants with an undergraduate GPA lower than 3.0 but at least 2.75 may be considered for admission by submitting an additional letter of recommendation that explains their qualifications for admission to Relay); Relay cannot consider applicants with a GPA of less than 2.5 on a 4.0 scale for admission of any kind; and
- Submit all transcripts, including an official degree-conferred undergraduate transcript that shows proof of a baccalaureate degree from an accredited institution of higher education.

All prospective participants must complete the Relay online admissions application, which includes an

essay, resume, recommendations, and state-specific requirements (e.g. certification exams if required). Relay will support prospective participants in completing this application by providing clear instructions and deadlines.

**Certification Requirements:** Participants enrolled in the Relay Teaching Residency program are required to earn their state teaching certification. Relay will be responsible for communicating all certification requirements to participants, providing all required coursework and support, maintaining all certification paperwork, and approving eligible participants' applications for a Standard Certificate after successful completion.

**IHE/EPP and LEA Partnership:** Applicant must describe the quality of the partnership between the IHE/EPP and LEA.

- The plan must include a description of the quality of the IHE/EPP program.
- The plan must also include a description of the IHE program structures, including: curriculum, supervision and feedback structures, and field supervisor to teacher candidate ratio.
- The plan must also include a description of the MOU between the IHE/EPP and LEA.

*The following are excerpts taken from the MOU between Promise Community School District and Relay Graduate School of Education.*

**Partnership Communication:** Relay's Director of Residency and PCSD's Director of Operations and Design will be the point-persons for all communication. Relay will provide regular updates regarding participants' progress, upcoming coursework, and other relevant data. PCSD's representative will attend at least quarterly in-person meetings with a Relay representative to assess the progress of the partnership.

**Resident Advisor Selection and Training:** PCSD will recruit and select teachers to serve as Resident Advisors ("RAs") in collaboration with Relay faculty. RAs will have 2 or more years of full-time teaching experience and a history of strong student achievement results and performance in the classroom. RAs will be matched one-on-one with participants in their own certification area. Relay will provide RAs with access to relevant Relay coursework, Relay's online video library of relevant teaching practices, and Relay's digital library. In addition, during the school year, RAs will attend 1 training session, as well as other training sessions, with optional norming sessions.

**Resident Advisory (RA) Responsibilities:** Participants will spend at least 1 period per school day in the RA's classroom. RAs will model best teaching practices, provide guidance on school culture and systems, and meet with participants a minimum of once per week to provide support. RAs will communicate participants' progress to the Relay faculty advisor a minimum of 5 times throughout the year, corresponding to the benchmark assessments.

**Deliberate Practice Sessions:** Attendance at Deliberate Practice Sessions is mandatory for all participants. Deliberate Practice sessions will be held approximately every week of the academic year, with exact dates and times to be determined. Deliberate Practice sessions will be held during the school day at a time TBD and will occur weekly at this time until the end of the school year. Sessions will be held at a central location. PCSD will release participants from any responsibilities during Deliberate Practice Sessions so that they are able to attend each week.



**Coursework:** Participants will complete coursework and will attend in-person class sessions approximately 3 times / month (2 weeknights and one Saturday). Participants will make satisfactory academic progress as defined by Relay across all Relay assessments and observations. Failing to make satisfactory academic progress for 2 consecutive terms may trigger an academic performance review and possible exit from the program. Relay will provide a calendar of Relay class sessions.

**Assessments and Benchmarks:** Since Relay is a performance and proficiency-based program, there are multiple performance assessments throughout the year to determine whether the participants are making adequate progress towards becoming lead teachers. Assessments include videos, observations, lesson plans, reflections, data trackers, and data driven action plans. Assessments vary by content and are scored based on customized performance rubrics. Benchmarks serve as checkpoints to both identify and communicate whether participants are on track to becoming lead teachers of record. As such, proficiency levels determine participants' ability to move to the next level of the program. Participants are evaluated by the Relay faculty and their school based Resident Advisors on benchmark rubrics, with the Relay faculty determining the final score for participants. There are 3 possible responses to the benchmarks:

- If the participants are proficient, then they will move ahead.
- If the participants struggle, then they will receive extra remediation and be assessed again.
- Should participants fail a benchmark multiple times, therefore failing to demonstrate readiness to take on further instructional responsibilities and move on with their cohort, they will be put on a performance improvement plan and may be dismissed from the Relay Residency Program.

**MOU INTRODUCTION** Relay Teaching Residency: Relay enrolls, engages and supports Resident Teachers ("Residents") employed by PCSD in the Relay Teaching Residency ("Residency"), its training program, with key support provided by PCSD during the operation of the program. Participants who successfully complete this program are eligible for state certification at the conclusion of year 1 (providing they meet all state certification requirements) and a Master of Arts in Teaching ("MAT") degree at the conclusion of year 2.

PCSD Commitments to the Relay Teaching Residency include:

- Hire 6 Residents into full-time positions in their schools
- Provides Residents with a strong RA who has the time and expertise required to mentor and coach an aspiring teacher
- Provide a weekly common planning time for Residents to meet with their RA
- Require Residents to remain enrolled at Relay for the duration of the program
- Adhere to Residents' gradual on-ramp to full-time teaching responsibilities
- Ensure that Residents remain in a Residency role during the school year and do not become the full-time teacher of record.
- Require Residents to attend Relay's pre-service, Summer 1 class sessions the summer before their first Residency year
- Require Residents to attend all Relay classes and Deliberate Practice Sessions
  - Deliberate Practice Sessions are held for 3 hours per week during the school day; Relay will make its best effort to schedule Deliberate Practice at a time preferred by partners, but cannot guarantee partners' first choice scheduling preferences
- Require Residents to attend Relay's Summer 2 class sessions during the summer before their second year in the program
- E-mail Relay notification of any change in Residents' teaching placement/certification areas; this includes a change in grade teaching, subject teaching, and/or teaching position title or responsibilities