



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:

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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 **Education Service Center, Region 20** CDN or Vendor ID **015950** ESC # **20** Campus # **[REDACTED]** DUNS # **074605890**

Address **1314 Hines Avenue** City **San Antonio** ZIP **78208** Phone **210.370.5200**

Primary Contact **Regina Hillis** Email **regina.hillis@esc20.net**

Secondary Contact **Nicole Smith** Email **nicole.smith@esc20.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 **Dr. Jeff Goldhorn, Ex. Dir.** Signature  Date **3/9/2018**

Grant Writer Name **Susan Forthman** Signature  Date **3/9/2018**

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

701-18-106-113

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
Decrease turnover rate to 16.4% (state average) in each participating LEA. Currently 10 out of 12 LEAs in the ESC-20 SSA exceed state average.	Grant funds will support 54 current paraprofessionals, substitutes, and instructional aides to obtain their teaching certification in order to fill teaching vacancies in the LEAs in which they currently work. These employees have demonstrated a commitment to their LEAs and communities.
Decrease number of teachers not fully certified by 50%. Currently there are 103 teachers in 10 of the 12 LEAs in the ESC-20 SSA who are not fully certified.	Grant funds will support 54 current staff members in the ESC-20 SSA to obtain teacher certification to fill vacant positions in their respective LEAs with fully certified teachers. Priority was given to those candidates seeking certification in a hard-to-staff area.
Increase number of LEAs teaching Education and Training Courses. Currently, 2 of 12 LEAs in this SSA teach at least 1 course and none offer dual credit.	Grant funds will support the implementation of Education and Training Courses and accompanying CTSOs in all 12 of the LEAs in the ESC-20 SSA, creating a sustainable pipeline for home-grown teachers to return to their communities following their college education as 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.

By the beginning of the 2018-2019 school year, at least 90% of 31 staff members who are currently employed by the LEAs in the ESC-20 SSA as paraprofessionals, substitutes, or instructional aides will be certified by the Texas State Board of Educator Certification as teachers, enabling them to teach in their current LEAs, and at least 90% of 23 additional staff members will become certified teachers by the end of the 2019-2020 school year.

By the beginning of the 2018-2019 school year, each LEA in the ESC-20 SSA will offer at least one Education and Training Course, enhanced by the implementation of the related CTSO; and by the beginning of the 2019-2020 school year, seven LEAs will offer Education and Training Courses for dual credit.

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:

54 paraprofessionals, instructional aides, and substitute teachers in the ESC-20 SSA will be enrolled in either the completion of their bachelor's degree or the ESC-20 Educator Preparation Program.

9 teachers of Education and Training courses will be enrolled in an M.Ed. program.

Students in 12 LEAs in the ESC-20 SSA will be enrolled in an Education and Training Course.

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

31 participants will be progressing satisfactorily toward completion of a bachelor's degree and 23 toward completing teacher certification.

Students in 12 LEAs in the ESC-20 SSA will participate in at least one CTSO activity or event.

9 teachers of Education and Training Courses will be progressing satisfactorily in an M.Ed. program.

Third-Quarter Benchmark:

31 participants will be progressing satisfactorily toward completion of a bachelor's degree and 23 toward completing teacher certification.

Students in 12 LEAs in the ESC-20 SSA will participate in at least one CTSO activity or event.

9 teachers of Education and Training Courses will be progressing satisfactorily in an M.Ed. program.

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 ESC-20 Coordinator of Educator Preparation Certifications will serve as the project director and will monitor all program activities and associated data including program-level and participant-level data. Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with the designated LEA contacts and EPP staff. Results will be disaggregated by LEA and LEA size, and compared to region-wide performance. Results will be shared at ESC-20 Regional Advisory Committee (RAC) meetings with SSA superintendents and instructional leaders. In addition, ESC-20 staff hold quarterly Division, Component, and Leadership Team Meetings where current projects and the data that tells the story about the successes and challenges of each program is shared, analyzed, and discussed. Plans and services for the Grow Your Own program will be reviewed at these meetings and adjusted to address programmatic issues as they arise.

Sustainability will be achieved through successful completion by the participants seeking teacher certification and their commitment, through a signed memorandum of understanding, to remain in the district for at least four years. These participants will receive ongoing support from district instructional leaders and ESC-20 instructional specialists. In addition, the implementation of high quality Education and Training Programs at each of the LEAs' high schools will provide a long-term sustainable pipeline of home-grown teachers into the LEA. Both current employees and current students of the LEAs in the ESC-20 SSA have ties to their communities and are representative of the diversity in those communities.

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.

In the two LEAs who currently offer students a coherent sequence of courses in Education and Training, the programs will be enhanced by the increased depth of knowledge and scope of skills that the teachers of these courses will gain through completion of an M. Ed. program, the opportunity for students to take these courses for dual credit, and the experience students and teachers will gain through participating in an education-focused CTSO. Participation in the CTSO activities and competitions will enable students and teachers to build professional relationships to create a matrix of support in their studies and careers, in addition to connecting their studies with real world experiences and increasing their motivation to commit to the profession. Each LEA participating in Pathway 1 will articulate a Memorandum of Understanding (MOU) with a community college to offer the Instructional Practices and the Practicum in Education and Training courses for dual credit. The districts in the ESC-20 SSA are each partnered with a community college for dual credit courses based on their geographical area. Because the LEAs in the ESC-20 SSA are distributed over a large geographical area, there will be multiple community college partners. The process and commitment, however, is consistent across all.

The 10 LEAs who currently do not offer Education and Training Courses, in order to begin teaching the junior-level Instructional Practices course in 2018-2019 and the Practicum in Education and Training course in 2019-2020, will connect the courses to an existing, related coherent sequence. An example is:

YEAR 1 - Principles of Human Services

YEAR 2 - Lifetime Nutrition/Interpersonal Studies

YEAR 3 - Instructional Practices

YEAR 4 - Practicum in Education and Training

Concurrently, in 2018-2019, LEAs will establish a four-year coherent sequence in Education and Training for incoming freshman.

Recruitment efforts for both strands will include classroom presentations for students, 8th grade orientation sessions, parent presentations, four-year planning with counselors, career inventories, career fairs, and career-counseling. Teachers for these courses will be recruited based on demonstrated success in the classroom, passion for the profession, commitment to attend professional development, ability to and enthusiasm for sponsoring the related CTSO, and plans to remain in their districts long-term. Grant funds will support the new courses and the CTSO chapter. Funds will purchase classroom materials and be used for membership costs for students and teachers in the CTSO, in addition to costs related to participation in competition. The CTE directors at each LEA will provide support for the teachers in the new courses and the establishment of the CTSO chapter, including access to professional development and coordination of funds. Efforts will include seeking student and teacher representation reflective of the diversity in the LEAs' schools and communities.

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 9 times \$13,000 117,000

Pathway 2

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

Number of participants pursuing BA and certification 23 times \$11,000 253,000

Number of participants pursuing certification only 31 times \$5,500 170,500

Total of above two lines 423,500

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 12 times \$3,000 36,000

Funding Request

Pathway 1 117,000

Pathway 2 423,500

Pathway 3

Education and training courses 36,000

Total grant funds requested 576,500

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.	Pathway 1 Master's Stipend	90,000
2.	Pathway 1 Participant Travel to TEA Conference (+ESC-20 Specialist)	6,590
3.	Pathway 1 Professional Development, Planning, and Materials	7,000
4.	Pathway 2 EPP Tuition and Fees	235,000
5.	Pathway 2 Bachelor's Degree Stipend	162,500
6.	Education and Training Courses Materials	17,528
7.	CTSO fees, registration, and travel	17,528
8.	Indirect Costs (5.87%)	33,840
9.	Administrative Costs - Project Director	6,514
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Total grant award requested 576,500

**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.

9 Participants will participate in the program and receive the stipend.

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.

Teachers for Pathway 1 were recruited and selected in 7 of the 12 LEAs in the ESC-20 SSA based on the following criteria:

- Demonstrated success in the classroom, evidenced by student achievement and evaluations.
- Demonstrated passion for the teaching profession.
- Commitment and enthusiasm for sponsoring an Education and Training CTSO and previous, successful experience leading student activities/organizations.
- Recommendations from principals.
- In good standing with the human resources department.
- Diversity reflecting that of student population
- Experience and training in supervising student work-based experiences or agreement to participate in professional development on best practices prior to teaching the course(s).
- Agreement to sign a memorandum of understanding (MOU) to remain in their LEA for a minimum of 4 years to teach dual credit courses in Education and Training following the completion of their M.Ed.

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.

Each LEA in the ESC-20 SSA will enter into an agreement with a community college to offer Instructional Practices and/or Practicum in Education and Training for dual credit prior to the beginning of the 2020-2021 school year. In the ESC-20 area, community college partners are determined by geographical area. Since the LEAs in the ESC-20 LEA are distributed over a large geographical area, there will be multiple community colleges partners. The LEAs and community colleges currently partner to offer other dual credit courses, and the Education and Training Courses will be articulated with these other courses into one MOU for each LEA/community college partner. The process for articulation of the Education and Training Courses will begin in the 2019-2020 school year with high school and college instructors collaborating on each scope and sequence/syllabus to ensure requirements for both curriculums are met. Standard practices are in place for moving from this point to approval of the MOU by the Boards of each institution, student enrollment, and award of credit - including approval of each teacher to teach the course for college 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.

Students in the LEAs of the ESC-20 SSA will be recruited based on the following criteria:

- Interest in the field of education as demonstrated through a career interest inventory administered to all students in the 8th grade, career counseling sessions, and development of four or six-year plans with parents and counselors.
- Strong reading, writing, and communication skills or a willingness to attend tutoring in these areas if weaknesses are present.
- Enthusiasm for the profession of teaching.
- Demonstrated compatibility with a field in public service.

Students will be recruited through classroom presentations, 8th grade orientation sessions, parent presentations, four-year planning with counselors, career fairs, teacher recommendations, and career-counseling. Academic support will be provided throughout the coursework and participation in the CTSO and work-based experiences will provide motivational experiences to persist.

**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.

54 paraprofessionals, instructional aides, and long-term substitutes will participate.

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.

Paraprofessionals for Pathway 2 were identified in 10 of 12 LEAs in the ESC-20 SSA based on the following criteria:

- Demonstrated success in working with students in their current role.
- Demonstrated passion for the teaching profession.
- At minimum, core complete toward a bachelor's degree.
- Recommendations from principals and teachers.
- In good standing with the human resources department.
- Diversity reflecting that of student population.
- Positive evaluation ratings.

Priority will be given to participants seeking certification in hard-to-staff areas. Although these areas differ by LEA; Bilingual/ESL, Mathematics, Science, and Career and Technical Education (CTE) are the most common areas of need collectively. Each participant will sign a memorandum of understanding (MOU) agreeing to remain in their LEA for a minimum of 4 years, filling teaching vacancies as they become available.