



2018-2019 Grow Your Own Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

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
 1701 N. Congress Avenue
 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 **Roscoe Collegiate ISD** CDN or Vendor ID **177902** ESC # **14** Campus # **2** DUNS # **0423082901**

Address **700 Elm St** City **Roscoe** ZIP **79545** Phone **325-766-3327**

Primary Contact **John Bolton** Email **jbolton@roscoe.esc14.net**

Secondary Contact **Rita Fried** Email **rfried@roscoe.esc14.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 **Kim Alexander/superintendent** Signature  Date **3/8/18**

Grant Writer Name **John Bolton** Signature  Date **3/8/18**

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

701-18-106-118

RFA # **701-18-106** SAS # **277-18**

2018-2019 Grow Your Own Grant Program

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 |
|---------------------------------------|--|
| Lack of teachers to teach dual credit | Use grant funds to help teachers enroll in a masters program to further their education with a commitment to stay in the district both during the Masters program and for a set number of years following completion of the program. |
| Lack of Bilingual teachers | Use grant funds to have class of 2018 students enroll in a teacher certification program following introductory teaching courses taking during their secondary program. |
| Lack of Special Education Teachers | Use grant funds to train teacher aides who are interested in special education to become certified 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.

To build and expand the local teacher workforce through a series of programs targeted at increasing education, building capacity, expanding training opportunities, and encouraging education as a feasible career path for current secondary students. By the end of the grant period, there will be in-service teachers pursuing Masters degrees through the use of grant funds, teacher aides seeking certification with the assistance of grant funds, and secondary students training and receiving hands-on experience in Montessori classrooms through the use of grant funds.

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:

Number of people taking advantage of the program; enrollment in Masters degree offerings; Target of two teachers per enrollment year.

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

Number of functioning TAFE students and/or those taking introductory teaching courses at the secondary level; Target of two fully enrolled introductory courses with twenty students each; TAFE size of thirty-five; Four senior students enrolled in the 2+1 program. First-quarter goal maintained or surpassed.

Third-Quarter Benchmark:

Successful enrollment in teacher certification program by target of four teacher aides; First and Second-quarter goals maintained or surpassed.

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 benchmarks are very specific and measurable and can easily be tracked and monitored via quantitative methods. If there are not sufficient teachers, students, or teacher's aides enrolled in the program there will be a tiered marketing program aimed at explaining the benefits at each level. For students, counselors will be tasked with identifying those students who have shown aptitude for the teaching/public service professions and will then meet with each student and parents about the opportunities for growth and future employment. There will be a training-to-hire situation for students based on need and availability of positions.

After a complete cycle, the district will have quantifiable data to show the number of participants and the benefit to the district. In addition to seeking outside funding sources, the district will pursue a structured partnership with the community college and Institute of Higher Education (IHE) in order to reduce expenses and share costs. The long-term goal are Masters, certification, and training programs that are run by qualified district faculty who also meet the criteria to be an instructor of record at the community college or IHE.

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.

Year one: One in-person course and the remainder through online instruction;

Year two: Two classes in-person and the remainder through online instruction;

Year three: Three classes in-person and the remainder through online instruction;

Year four: All classes in-person;

A practicum in education will be given to students in the 12th grade year who have successfully completed Montessori classes with the intent of supplementing the number of rural Montessori teachers;

TAFE will be added to the high school with the track one teachers and instructional coaches working as the sponsors.

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. Tuition Costs for Masters Program | 18000 |
| 2. Tuition Costs for students entering 2+1 Program | 40000 |
| 3. Stipends for teacher trainers and mentors | 5000 |
| 4. Supplies for recruiting and maintaining TAFE chapter | 500 |
| 5. Stipends for Montessori training curriculum development | 3500 |
| 6. TEA-led Teacher Institute for track one | 3000 |
| 7. implementation of the Education and Training chapter | 3000 |
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Total grant award requested 73000

**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.

Two (2)

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 teachers will commit to stay with the district both during the Masters program period and for two (2) additional years in exchange for the tuition assistance.

Teachers will be recruited based on individual interest and ties to the local community, plus a willingness to mentor the students in track two and three.

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.

Roscoe collegiate ISD has an existing partnership with Western Texas college to provide dual credit. Western Texas College has a transfer program in place with Texas Tech University College of Education 2+1 teacher preparation program. The path is in place, but more students need to utilize the opportunity.

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 will be recruited out of the local enrolled student population in the Early College High School cohort. Preference will be given to students that have been identified as ESL at some point in time. If enrollment is lacking, counselors will target students who show high aptitude for the teaching profession based on career aptitude assessments. The motivation for students will be described to families as a way to help the local community and their families via higher education.

**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.

Four (4)

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.

All current staff members who are eligible for the program would be invited for an interview to gauge interest and explain the benefits and requirements. Interested candidates would then be provided with an application to determine suitability to the program. Additionally, a review of previous higher education work would be conducted to determine if the participant appears to be prepared to handle the additional coursework.

Preference will be given to traditionally underserved areas with the focus of finding and recruiting bilingual and special education teachers.

The MOU will require a two (2) year commitment to the district from each participant in addition to the time taken to earn the certification.