



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

Texas Education Agency

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
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 Austin, TX 78701-1494

Application stamp-in date and time

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 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.

701-18-106-124

RFA # SAS #

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
RECRUITMENT: Develop plans with school districts in Northeast Texas, a hard-to-staff region, focused on teacher recruitment.	EPP will work with rural and/or hard-to-staff schools districts to establish recruitment plans, elementary to high school, that meet the specific needs of the district including hard-to-staff teaching assignments and/or teachers from diverse and economically disadvantaged backgrounds.
REPRESENTATION: Increase number of 4-8 and 7-12 Teacher Candidates representing demographics of schools in Northeast Texas.	EPP will work with university faculty, districts and community organizations to provide opportunities (including year-long clinical practicum) to recruit diverse groups of students, including those from economically disadvantage backgrounds, to become teachers in grades 4-8 and 7-12.
RETENTION: Increase number of 4-8 and 7-12 Teacher Candidates completing EPP.	EPP will work to establish or further develop Education and Training courses at high schools in rural and/or hard-to-staff districts participating with A&M-Texarkana to provide year-long clinical teaching assignments.

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.

In a recent meeting with a district partner, an assistant superintendent remarked that one of the problems in recruiting teachers into education is schools and EPPs inability to tell our story in a way that inspires students to consider teaching. This proposal seeks funding to build on current collaborations with community and districts to tell a story that will inspire.
SMART GOAL: By June 30, 2019, A&M-Texarkana EPP, EAGLES TEACH, will implement a comprehensive plan to RECRUIT and RETAIN high school students interested in becoming 4-8 and 7-12 teacher candidates, especially those REPRESENTATIVE of diverse and economically disadvantaged backgrounds, using clearly defined processes and inspirational messages developed in partnership with participating districts representing northeast Texas, a hard-to-staff region of the state.

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:

- 1) Number of teacher candidates seeking 4-8 or 7-12 certification meeting eligibility requirements as evidenced by signed MOU indicating they are ready to begin year-long clinical teaching.
- 2) Demographics of teacher candidates participating in program.
- 3) Completion of any TEA evaluation requirements as requested.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

- 1) Successful completion of first semester by teacher candidates.
- 2) Request feedback from Field Supervisor regarding candidate progress.
- 3) Completion of any TEA evaluation requirements as requested.

Third-Quarter Benchmark:

- 1) Number and type of teacher certifications awarded to participants.
- 2) Number of teacher candidates hired as full-time teachers within the LEA.
- 3) Completion of any TEA evaluation requirements as requested.

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.

Each quarter, the project team comprised of EPP, university, district and community members will meet to review benchmark data and provide feedback related to 1) Implementation and progress of Education and Training cluster and related activities to build excitement and investment, 2) implementation and progress of year-long clinical teaching assignment and 3) development of recruitment plan to be implemented during and following grant period. Based on review of data and feedback, team will discuss modifications. Modifications will be documented, distributed and implemented.

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.

Traditionally, school districts have depended upon EPPs' preparation of a large pool of teacher candidates to supply their workforce. In recent years, EPPs and districts have collaborated to better prepare candidates by providing more and earlier field experiences in schools. Indeed, A&M-Texarkana has deepened collaborations with district partners to coordinate early lab experiences in schools and full-year co-teaching experiences as part of a year-long clinical practice.

However, with a nationwide shortage of teachers, particularly candidates REPRESENTATIVE of the students in the schools they serve, school districts and EPPs must work together to RECRUIT and RETAIN high quality teacher candidates. Education and Training (E&T) courses offered in high school is an opportunity for districts and EPPs to align expertise and share the responsibility of GROWING OUR OWN. In this proposal, A&M-Texarkana articulates a plan to work with three high schools in the hard-to-staff region of Northeast Texas to develop research-based models of best practice for offering E&T career clusters in high school.

As an university-based EPP, A&M-Texarkana relies on teacher education research supported by AACTE, AERA, CEC and ATE among others. Through this grant, EPP will provide research-based expertise and assistance to high schools, with teacher candidate participant, based on E&T course needs. Needs assessment with districts for E&T career clusters will be addressed in Summer 2018. For example, two high schools willing to assign participating teacher candidate upon successful interview currently provide E&T courses as a career cluster that include 1) Principles of Education and Training, 2) Human Growth and Development, 3) Instructional Practices and 4) Practicum in Education and Training. For these districts, EPP will provide funding and expertise to ensure high standards enabling districts to become models for E&T career clusters for other districts. EPP faculty will work with district staff to determine needs for funding. Needs may include: classroom/instructional supplies, children's books, travel for CTSO (either TAFE or FCCLA) events and competitions. In addition, funding will be considered for additional training for Teacher of Record and mentor teachers. For example, Teacher of Record and mentor teachers may choose to participate in Region 8 observation training for field supervisors thereby enhancing skills in facilitating practicum courses. Priority will be given to assure each high school will participate in at least one CTSO competitive event.

Another high school that has agreed to accept participating teacher candidate does not have an E&T career cluster. At this school, EPP will provide assistance and expertise in developing a career cluster starting with Instructional Practices in Fall 2018 and adding Practicum in Education and Training in Spring 2019. EPP faculty, serving as field supervisor, will co-teach courses with Teacher of Record. Participating EPP faculty are co-teaching trainers or are trained in co-teaching strategies. Summer 2018, EPP will work with district to assess funding needs including instructional/classroom supplies, children's books, travel and expenses for CTSO (either TAFE or FCCLA) events and competition. Priority will be given to assuring high school will start a TAFE or FCCLA chapter and participate in at least one CTSO competitive event.

To build excitement and investment for career clusters, EPP faculty and university students will work with high school students on special events and activities that highlight teaching as a career. Building on current collaborations, EPP will work with Learning for Life, a national non-profit that connects high school students with professional entities (e.g. Police and Fire Personnel) to explore careers of interest by providing experiences called posts. This year, A&M-Texarkana EPP has partnered with Learning for Life to establish the first Education Post in the nation. The post will work with local districts to involve high school students in events and activities. Currently, we are working with a district to have the Education Post meet at an elementary school serving economically disadvantaged students on Saturdays. At SATURDAY EXPERIENCES, university faculty and education students will facilitate activities to provide high school students (and university students) teaching experiences with economically disadvantaged youth. It is desired that economically disadvantaged youth will, in turn, become inspired to pursue teaching as a career. Building on current community and school collaborations illustrates that funding this proposal will supplement current activities and support scalability of current efforts.

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. Participant Year long clinical teaching stipend (\$15,000 per participant,)	45,000
2. Payroll costs for Field Supervisor (\$5,000 per participant)	15,000
3. Administrative Costs (costs assoc w/certification, monitoring and evaluation, TEA institute)	6,000
4. Education and Training courses (\$3,000 per high school)	9,000
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Total grant award requested

**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.

In Fall 2015, Superintendents (N=11) in NE Texas completed a survey inquiring about opportunities and challenges districts are currently facing and ways in which EPP might support district needs. Themes that emerged included providing a diverse candidate pool and pool of secondary candidates. At the same time, EPP experienced a 70% drop in secondary candidates from 2012-2016. The discrepancy has prioritized a plan to provide districts a pool of teacher candidate in grades 4-8 and 7-12.

In addition, EPP plan seeks to identify participants that represent the students served in NE Texas. In 2017, data show 69% of elementary students are described as Economically Disadvantaged, 48% are White, 24% are Hispanic and 22% are African American (2017 PACE Report by Center for Research, Evaluation and Advancement of Teacher Education [CREATE], p. 9). In 2016, EPP graduated 67 teacher candidates, of which 76% are White, 10% are Hispanic and 12% are African American. Participation in grant proposes to increase number of candidates for grade 4-8 and 7-12, particularly diverse candidates.

Participant Identification: Grant guidelines require 2018-19 participants be currently enrolled in EPP and eligible to serve in year-long teaching assignment in the 2018-19 academic year. To meet this requirement, EPP identified six eligible candidates seeking certification in grades 4-8 and 7-12. Candidates were contacted via email regarding grant opportunity and were requested to attend a meeting of interest. Three candidates attended the meeting. EPP inquired as to educational background and location. All candidates grew up and attended high school in NE Texas and plan to stay in the region. Grant requirements were explained. In addition, program requirements were addressed including a requirement that participants pass PPR and Content tests prior to beginning year-long clinical teaching. Candidates were told to thoroughly consider opportunity, assess their interest in rural and/or hard-to-staff school for year-long clinical teaching and committing to return in a full-time teaching role the following year as a condition of receiving stipend. All three candidates emailed their written commitment to pursue participation in grant activities.

Representation in Recruitment: Three eligible participants are white; one male and two female. All three participants are seeking certification in Social Studies 7-12. Districts were contacted and asked need, hard-to-staff area, and level

of commitment to candidate certification area. Three districts agreed to a plan to interview candidates for participation in grant upon funding.

MOU Description: Upon funding, EPP will work with teacher candidates to meet program requirements to start year-long clinical practicum. To begin clinical practicum, candidate must participate in successful interview with school district, meet course work criteria with 2.8 GPA, no grade below "C" in upper division course work, and pass PPR and Content certification exams. Upon meeting these requirements, candidate will be required to sign MOU stating candidate will participate in year-long clinical teaching for a minimum of 28 weeks and return to district in a full-time teaching role for an agreed upon amount of time with district, as indicated in IHE/LEA MOU.

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.

IHE/EPP and LEA Partnership Quality:

EAGLES TEACH partners with 18 districts in Northeast Texas and uses a combination model that draws on experience and research on professional development school models and co-teaching models that support deep connections and collaboration between districts and EPP. In 2012, A&M-Texarkana's nationally-recognized professional development (PD) school ended due to district funding and restructuring issues related to state funding cuts. As a result, EPP endeavored to build a program that would apply lessons learned from its successful PD to a model that would require the same commitment from districts without the funding. Simultaneously, research in favor of earlier field experiences for teacher candidates was building (e.g. Capraro, Capraro, & Helfeldt, 2010; Gomez, Strage, Knutsen-Miller, & Garcia-Nevarez, 2009; Zeichner, 2010). So rather than push for another PD partnership, EPP worked with districts to develop a short-term lab school model. With this model, foundational classes meet on campuses up to several weeks in "lab classes" for structured observation and relevant application of education concepts. Additionally, schools have an opportunity to recruit and provide relevant information to potential candidates (e.g. T-TESS, data management systems). As lab classes were implemented as early field experiences, EPP faculty investigated ways to deepen later field experiences. At a conference, faculty discovered St. Cloud State University's model of student teaching using co-teaching practices (Heck & Bacharach, 2015/2016). The depth of collaboration between student teacher and cooperating teacher along with data reporting benefit of co-teaching model of student teaching on K-12 student achievement convinced EPP to adopt a year-long co-teaching model of clinical teaching in 2013. In 2013-14, EPP faculty and district staff participated in co-teaching train-the-trainer training facilitated by St. Cloud. Since fall 2014, EPP has implemented year-long co-teaching clinical practicum. Practicum is considered successful as evidenced by 100% hire-rate of its teacher candidates for the past two years. Lastly, having greater connections with schools has allowed EPP faculty to be aware of district initiatives and concerns. Knowledge of district initiatives and concerns has also allowed EPP faculty to make programmatic changes that directly align with district needs allowing greater efficacy of practice on behalf of candidates and schools served.

IHE Quality and Program Structures:

Curriculum. As TEA accredited EPP, EAGLES TEACH complies with all curricular requirements outlined in 19 TAC 228.30. Student complete four semesters of course work including course work in their content area and a semester focused on foundations in education, a semester on instructional strategies based on project-based learning and two semesters of co-teaching (Blocks 1 and 2). Teacher candidates may begin Block 1 when they have met course requirements and completed a successful interview with school district. In Block 1 students complete classroom management coursework (ED 331) and tasks and projects related to their co-teaching assignment (ED 495). In Block 1, teacher candidates are assigned a field supervisor and are required to spend 6 hours per week in the classroom for 12-weeks. Teacher candidates are assigned an Instructional Leadership Team (ILT) to include teacher candidate, field supervisor, cooperating teaching and campus administrator; ILT meets three times a semester to set goals and assess progress of teacher candidate. In Block 2, teacher candidates must be in school all day for 72 days.

Research-Based Instructional Rubric. EPP uses T-TESS and Danielson Frameworks and rubrics to guide coursework, mentor candidate and evaluate lessons.

Supervision and Feedback. Field supervision and support requires field supervisor to conduct a minimum of feedback cycles at least 5 times per semester, at least two of which include the observation of a full lesson. Field Supervisors respond weekly to candidate weekly reflections. Called SOS, reflections address weekly successes, opportunities for improvement, schedule of next week's responsibilities and upcoming events. Candidates are expected to connect what they are experiencing in class to content addressed throughout the program coursework.

Field Supervisor to Teacher Candidate Ratio. EPP guarantees a ratio of field supervisor to teacher candidate at no more than 1:10.

IHE/EPP and LEA MOU Description:

Upon funding and candidate meeting eligibility requirements, EPP will arrange for teacher candidates to interview with interested districts. Districts will identify students they would be willing to accept for program participation. At that time, candidates will sign MOU with EPP. Then, EPP will establish MOU with district. MOU will assure district will offer required courses, at a minimum, and will affiliate/register with one or both of the E&T CTSOs (FCCLA and/orTAFE) and must compete at least one competitive event at the regional level. MOU will assure district will

receive up to \$3,000 of grant funding to help defray the expenses associated with competition participation and other approved expenses. Lastly, MOU will identify amount of time teacher candidate will commit to teaching full-time at the district; amount of time will be outlined in teacher candidate MOU as well.