



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

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Application stamp-in date and time

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization **Bob Hope School** CDN **123807** Vendor ID **74-1157851** ESC **5** DUNS **965881845**
Address **2849 9th Avenue** City **Port Arthur** ZIP **77642** Phone **409-983-3244**
Primary Contact **Kent Jones** Email **kent.jones@bobhopeschool.org** Phone **409-983-3244**
Secondary Contact **Bobby Lopez** Email **bobby.lopez@hopeschool.org** Phone **409-983-3244**

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, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions
☒ General Provisions and Assurances
☒ Application-specific Provisions and Assurances
☒ Debarment and Suspension Certification
☒ Lobbying Certification
☒ ESSA Provisions and Assurances requirements

Authorized Official Name **Roberto I. Lopez**

Title **Chief Executive Officer**

Email **bobby.lopez@hopeschool.org**

Phone **409-983-3244**

Signature

Date **11/09/2018**

Grant Writer Name **Kent Jones**

Signature

Date **11/09/2018**

☒ Grant writer is an employee of the applicant organization.

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

RFA # **701-18-106** SAS # **277-19**

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-042

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC 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.

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
Bob Hope School is an expanding network of Dual-language Montessori programs serving a student population that is 39.5% ELL. Bob Hope's expansion will require more than 50 certified bilingual teachers over the next 5 years	Bob Hope has traveled to Spain and Puerto Rico to recruit high-quality bilingual teachers of all races/ethnicities and is applying for Grow Your Own funding to increase the number of "home grown" bilingual teachers who understand and have experience working in Bob Hope's Dual Language/Montessori program.
Bob Hope's staff is 59.2% white, 24.5% Hispanic, and 13% Afr Amer, yet the student body is 1.1% white, 95.1% Hispanic, and 2.8% Afr Amer, creating a cultural disconnect.	Research shows a staff that reflects the demographics of the students they serve have higher expectations for students from similar backgrounds. Bob Hope will recruit high-promise, high-potential students into the Educ. and Training cluster of courses in order to grow a teaching body that mirrors its students' backgrounds
90%+ of BH students stay close to home for post-secondary education. A dual-credit program that provides a pathway to the teaching profession would meet two clear student and staffing needs.	A high-quality Educ. and Training program provides students uncomfortable attending college out of the city a viable option for earning a degree in a high-demand area, a way to improve their economic outcomes, and an environment in which they can connect with, be supported by, and give back to the community.

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 May 31, 2021, at least 80% of all Grow Your Own teacher candidates (at least 8 of 10) will have completed their degree/certification program and signed the MOU, committing to two full-time teaching years at a Bob Hope School.

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

By the end of the first Grow Your Own program quarter (March 2019), 10 Bob Hope School instructional aides will have been identified, selected, and registered into the degree/certification program.

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

By the end of the second Grow Your Own program quarter (June 2019), Bob Hope School will have established a Career and Technical Education Student Organization (CTSO) TAFE or FCCLA chapter and will have recruited at least 20 high school students as participants.

Third-Quarter Benchmark

By the end of the third Grow Your Own program quarter (September 2019), at least 90% of the Bob Hope School instructional aides/teacher candidates will have successfully completed their first semester (or summer term) of degree/certification coursework and be on track to complete their full program by the end of the funding period (May 31, 2021).

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 Bob Hope School Superintendent, Campus Directors, Instructional Supervisors, and the charter's Bilingual Director will meet weekly to review program data and monitor progress toward each benchmark and the overarching SMART goal for this Grow Your Own initiative. Campus-based personnel will provide key insights into the performance of selected teacher candidates as well as updates on their individual and collective successes and challenges. The Instructional Supervisor will communicate with Degree and Certification (Pathway 2) candidates to determine how the charter district can better support them as they pursue their degree/certification program while also maintaining their current employment. Throughout the program period, this team will continually assess how best to use evaluation data to ensure program sustainability for both pathways and will seek additional supports for the program after the funding period has ended. —The high school Campus Director will also provide information, updates, and insights on the implementation of the Education and Training (E&T) courses (Pathway 1) for high school students and recruit, select, and support high-quality E&T instructors. Instructors will, in turn, solicit recommendations of high-potential students to recruit and enroll in the E&T program, establish the Career and Technical Education Student Organization (TAFE or FCCLA), and monitor the quantity and quality of student participation in the courses and in the chapter events and competition. —Bob Hope School will collect the following types of data—QUANTITATIVE: teacher candidate attendance; performance evaluations; participation in school activities; participation in local and regional conferences; participation in Professional Learning Community (PLC) book study groups; number of students participating in E&T courses and CTSO chapter events and competitions; student academic performance in E&T and other courses; QUALITATIVE: surveys of teacher candidates' satisfaction with the program and their perception of the value of the supports they receive; informal interviews with mentor teachers supporting the teacher candidates; observations of the teacher candidates' supervisors; surveys of students participating in E&T courses, CTSO chapter events, and chapter competitions; and surveys of teachers of students who participate in E&T courses and CTSO events. E&T instructors, in consultation with the Campus Directors and others as appropriate, will meet quarterly to review and monitor collected data against stated benchmarks and will adjust program offerings to ensure continual progress and program sustainability.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU 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.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the 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, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

IDENTIFICATION, RECRUITMENT, SELECTION, AND SUPPORT OF TEACHERS:

The Bob Hope School Superintendent will direct an Instructional Supervisor, acting with guidance from TEA's staff and Grow Your Own program resources, to draft a job description and application for the position of Instructor of Education and Training, which he will approve prior to candidate recruitment. Bob Hope School will then announce the availability of the positions via faculty meeting and school email systems. Campus Directors will also invite high-performing teachers to apply, and the positions will be published via Bob Hope's regular channels for personnel recruitment, including web-based job boards and announcements.

As required, all candidates must hold a standard or life teacher certificate in the state of Texas, must currently be employed as a teacher, must show measurable evidence of student achievement within a diverse student population, and hold a Master's degree with a minimum of 18 credit hours in education. Applicants must also show evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, and at least two recommendations from current or former colleagues. The Superintendent and his team will strive to identify top candidates who reflect the diversity of the student population, which is majority Hispanic and bilingual. The top 3-5 candidates will then be invited to participate in a personal interview prior to final selection of two E&T Teachers. The interview committee will consist of the Superintendent, the high school Campus Director, one Instructional Supervisor, at least one Teacher, and at least one high school Student. The Superintendent and Campus Director will have the final say in staff selection.

Upon selection and acceptance of the positions, the E&T Teachers will participate in professional development training specific to their positions in addition to any and all other training required by Bob Hope School. E&T Teachers will also participate in assessment activities as outlined by Bob Hope Leadership and as applicable to all other instructional staff.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

IDENTIFICATION, RECRUITMENT, SELECTION, AND SUPPORT OF PARAPROFESSIONALS/ INSTRUCTIONAL AIDES:

The Bob Hope School Superintendent will direct an Instructional Supervisor, acting with guidance from TEA's staff and Grow Your Own program resources, to draft a job description and application for the position of Degree and Certification Candidate, which he will approve prior to candidate recruitment. Bob Hope School will then announce the availability of the program and its 10 positions via faculty meeting and school email systems. Campus Directors will also invite high-performing paraprofessionals and instructional aides to apply, and the positions will be published via Bob Hope's regular channels for communication, including internal web-based systems and announcements.

Applicants must show a demonstrated track record of supporting student achievement, evidence of involvement in student activities, strong evaluation ratings, strong interpersonal relationships, interest in pursuing certification in hard-to-staff areas, written commitment to degree and certification persistence, and at least two recommendations from current or former colleagues.

Additionally:

- Candidates must not already hold a teacher certification in the state of Texas.
- Candidates must already have a minimum of 60 credit hours towards a Bachelor's degree.
- Candidates must have the capacity to graduate with a Bachelor's degree and teacher certification within the timeline of the grant.
- Candidates must currently be employed as a paraprofessional or instructional aide at Bob Hope Schools during the 2018-19 school year, serving in a capacity in which the majority of their time is spent assisting certified teachers in instructional activities.

The Superintendent and his team will strive to identify top candidates who reflect the diversity of the student population, which is majority Hispanic and bilingual. The top 10-15 candidates will then be invited to participate in a personal interview prior to final selection of 10 Degree and Certification Candidates. The interview committee will consist of the Superintendent, one Campus Director, one Instructional Supervisor, at least one Teacher, and at least one middle or high school Student. The Superintendent will have the final say in candidate selection.

Upon selection and acceptance of the positions, the Degree and Certification Candidates will sign an MOU in which they commit to remain at a Bob Hope School in a full-time teaching role for at least two years after program completion as a condition of receiving the stipend. They will also agree to participate in professional development training specific to their positions in addition to any and all other training required by Bob Hope School and will participate in assessment activities as outlined by Bob Hope Leadership and as applicable to all other instructional staff.

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 Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	2	X \$11,000 =	22,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	0	X \$5,500 =	0
Number of high schools with existing Education and Training courses in 2018-2019	0	X \$6,000 =	0
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	9,000
Total Request for Pathway 1			31,000

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	0	X \$5,500 =	0
Number of candidates pursuing both a bachelor's degree and a teacher certification	10	X \$11,000 =	110,000
Request for Pathway 2			110,000
Request for Pathway 1			31,000
Total Combined Request for Pathways 1 & 2			41,000

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipends for E&T Teachers (\$10,000 x 2)	20,000
Fringe (16% x \$20,000)	3,200

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Tuition and fees for Instructional Aides seeking teaching roles (\$10,000 x 10)	100,000

SUPPLIES AND MATERIALS (6300)

Supplies and materials for Grow Your Own program implementation	4,000
Classroom materials for E&T courses	4,800
Supplies and materials for Career and Technical Education Student Organization (TAFE or FCCLA)	6,000

OTHER OPERATING COSTS (6400)

Travel to TEA-led Teacher Institute for participating teachers, campus director, and college/career coun	3,000

Total Direct Costs 141,000

Should match amount of Total Request from page 8 of this application

Indirect Costs

0

TOTAL AMOUNT REQUESTED

141,000

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher 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.

2

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

CAREER DEVELOPMENT, COUNSELING, AND SUPPORT OPPORTUNITIES FOR STUDENTS:

Each year that Bob Hope School offers the E&T program (during the funding period and beyond), E&T Teachers of record will participate in professional development training to increase their own understanding of and proficiency in E&T topics. This includes attending career development conferences, workshops, and seminars; collaborating with Bob Hope Counselors to ensure efficient processes, communication, student recruitment, and student and parent support; and shared planning time each week to develop lessons and assessments and plan TAFE or FCCLA student organization activities and competitions.

Beginning at the end of grade 8, students are supported in choosing an endorsement area. Prior to students enrolling in college credit-bearing courses, Bob Hope School offers Texas Success Initiative (TSI) intensive preparation sessions, provides counseling based on TSI results, offers additional opportunities for students to take and pass the TSI. Additionally, Bob Hope Counselors administer career interest inventories and assessments, take students and parents on college tours, and provide family workshops on FAFSA completion, college applications, and financial aid (tuition, student loans, and scholarships).

ESTABLISHMENT AND GROWTH OF THE TAFE OR FCCLA ORGANIZATION:

The E&T Teachers, as supported by the Campus Director and other school staff such as the Director of College Transitions, will establish a Career and Technical Student Organization (CTSO) to grow students' leadership skills, providing them with additional opportunities to build their college resumes, experience personal success, and to provide peer mentorship and support to others. Learning to work effectively in a CTSO chapter teaches participants to solve productivity problems, improve personal management skills (self-esteem, goal-setting, goal achievement, etc.), and provides career direction for further education, training, and employment. Bob Hope School's CSTO chapter (TAFE or FCCLA) will also take part in at least one competitive event during each academic year, further sharpening students' collaborative and performance skills in preparation for higher education and workplace success.

STRATEGIES TO INCREASE ENROLLMENT IN EACH COURSE EACH YEAR:

Bob Hope School will conduct informational and demonstration activities to increase awareness of the E&T program among students and staff. In addition to the marketing and recruitment strategies described in the

following section, E&T Teachers will encourage and support participating students in a campaign of "Each One, Reach One", wherein enrolled students recruit one or more additional students for subsequent courses and program years, thus organically growing the program through peer recommendation. Additionally, the E&T program will highlight a broad array of career, subject-area, grade-level, and other specialties so students of all backgrounds can experience the range of E&T career possibilities. E&T Teachers will also identify a variety of summer instructional internships (summer school, tutoring, etc.) directed by certified teachers that will give students real-world experience in specific areas of interest to them.

RECRUITMENT AND SELECTION OF HIGHLY QUALIFIED FIELD EXPERIENCE CLASSROOM TEACHERS:

Please see page 5 of the application for a description of teacher recruitment and selection. As Bob Hope School intends to offer E&T courses for dual credit, stipended E&T Teachers of record will hold Master's degrees and will maintain the highest level of professionalism and demonstrated success supporting student growth and achievement.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ 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.

PROFILE OF STUDENTS TARGETED FOR RECRUITMENT:

- Bob Hope School seeks to target students with two or more of the following characteristics:
- Interest in teaching, child development, education, and training
- Bilingual (English/Spanish) ability
- Demonstrated leadership potential
- Demonstrated high academic achievement
- Minority/students of color (Hispanic, African American)
- Students recommended by teachers, parents, peers, or self-nominated

MARKETING AND RECRUITMENT STRATEGIES TO INCREASE STUDENT INTEREST AND PERSISTENCE:

Bob Hope School's E&T Teachers, with the support of Bob Hope School Campus Directors and Counselors, will visit all 8th grade classes and provide information to students and parents on the E&T endorsement and program of coursework and activities. This campaign will highlight the TAFE or FCCLA student organization and the opportunities for student participation and leadership. Students will complete a simple application for consideration that includes a personal statement regarding their interest and motivation to pursue E&T training.

BOB HOPE LEADERSHIP/STAFF PLAN TO MOTIVATE STUDENTS TO ENTER AND PERSIST IN E&T COURSES:

Bob Hope School leaders (district and campus) will encourage its minority teaching staff to speak one-on-one and in small groups to E&T students and will structure a series of career interest events and activities to motivate students to enter and persist in E&T courses. Examples of quarterly events include visits to area Colleges of Education, book studies, film viewings and discussions (ex: Waiting for Superman, Stand and Deliver, Mr. Holland's Opus, etc.), and panel discussions with teachers in different subject-area specialties will round out students' experiences and expose them to a wealth of opportunity in the E&T field. At the end of each school year, E&T Teachers will conduct an anonymous survey to gather student input on what was most memorable, effective, and motivating and will adjust the program's enrichment activities accordingly for subsequent years.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the 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 include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Bob Hope School will continue to partner with Lamar State College-Port Arthur to offer dual-credit to enrolled E&T students. Please see the signed MOU (attached), which specifies student eligibility requirements; faculty qualifications; the location and student composition of classes; student support services; eligible courses, coursework, and instruction; grades, grading criteria, and progress reports; records and credit transcribing procedures; funding and payment of tuition and fees; and faculty salaries.

E&T Teachers will participate in Lamar State College's professional development training as appropriate and necessary to maintain dual-credit instructor status with that institution to ensure they are properly prepared and supported to deliver high-quality instruction. The Bob Hope Superintendent or his designee will maintain communication with Lamar State College on at least a quarterly basis to facilitate the partnership and ensure the efficiency of the process through which students earn and transfer dual credits. Bob Hope School staff will work with Lamar State College to adjust the program as necessary based on quantitative and qualitative data gathered and analyzed quarterly.

The timeline for implementation of the dual-credit program is as follows:

2018-19—

- Bob Hope School confirms and continues its partnership with Lamar State College-Port Arthur to offer courses for dual credit beginning in the 2019-20 school year. Existing MOU (see attachments) is updated and signed.
- E&T Teacher candidates are identified, recruited, interviewed, and selected.
- All stipend candidates are confirmed with an MOU and reported to TEA by April 15, 2019.
- E&T Teachers of record attend required and recommended training to ensure excellent job performance and high rates of student success.
- Bob Hope High School develops E&T course offerings within the master schedule and markets the courses to students.
- Students are enrolled in E&T courses and supported in college preparation activities (college visits,

2019-20—

- MOU with Lamar State College is updated as necessary.
- Bob Hope High School's E&T Teachers offer Instructional Practices and/or Practicum in E&T.
- Dual-credit teachers teach at least one E&T course section for dual credit.

- Bob Hope High School establishes a chapter of a CTSO (TAFE or FCCLA) and participates in at least one competitive event during the academic year.
- Bob Hope High School gathers and analyzes quantitative and qualitative program and participant data at least quarterly.
- Bob Hope staff monitor program for progress toward goals and adjust program offerings and activities as necessary to achieve all benchmarks and goals on time and within budget.
- E&T Teachers recruit additional students for upcoming school year.

2020-21—

- 2019-20 activities (above) continue.
- Bob Hope High School continues to grow and expand its CTSO (TAFE or FCCLA) and participates in at least one competitive event during the academic year.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

10

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

PARTNERSHIP FOR TRAINING, SUPPORT, AND CERTIFICATION OF PARAPROFESSIONALS AND INSTRUCTIONAL AIDES:

Bob Hope will select 10 paraprofessionals and/or instructional aides to participate in the Degree and Certification program and receive the stipend.

The Bob Hope instructional leadership team will work with service providers such as Region 5 ESC, Lamar University to provide training and support to program participants as they complete their Bachelor's degrees and transition into teaching. Internally, each candidate will be paired with a highly qualified Bob Hope School teacher as a mentor while in the program and will continue to receive individualized mentorship support for the first full academic year after program completion. Program participants will meet with their mentor at least weekly but will have on-demand access to Instructional Supervisors, online resources, and other supports to ensure they successfully complete their program of study and transition to teaching at a Bob Hope School.

JOB-EMBEDDED TRAINING, FLEXIBILITY OF TRAINING LOCATION AND SCHEDULE, COHORT APPROACH, AND CONSISTENT SUPPORTS THAT ENCOURAGE PERSISTENCE AND SUSTAINABILITY:

All potential program participants are currently employed as paraprofessionals or instructional aides at a Bob Hope School. As such, they receive (and will continue to participate in) job-embedded training, including Dual-language and Montessori methods and professional development related to their assigned position, and ongoing personnel and educational support. Once they enter the Grow Your Own Degree and Certification program, they will be provided with the following to encourage their persistence through until program completion:

- A cohort approach for team-building and peer support;
- Mentorship provided by a highly qualified, certified Bob Hope School teacher;
- Observation and coaching by their paired mentor;
- Reasonable paid release time and schedule flexibility for class attendance and completion of course requirements;
- On-demand access to Instructional Supervisors, mentors, and online resources;
- A signed MOU between Bob Hope School and the IHE/EPP that outlines what each entity will provide during the program and what participants can expect while earning their degree and certification; and

- A signed MOU in which they agree to accept support for their degree program in exchange for teaching at a Bob Hope School by the 2021-22 school year and for at least two years after program completion.

November 7, 2018

To the Texas Education Agency Grow Your Own Grant Selection Committee:

I am writing in my capacity as President of the Bob Hope School Board of Trustees to express the Board's wholehearted support for establishing a Grow Your Own grant program here in Port Arthur, Texas.

Our growing LEA has two primary quantifiable needs that we must directly and sustainably address if we are to improve the quality and quantity of our teaching staff:

1. The Bob Hope School Network is experiencing rapid growth, creating an on-going demand for qualified teachers who are trained in and understanding of the Bob Hope School instructional model.
2. Our student population is 39.5% ELL (109% higher than the state average) thus requiring a strong body of degreed and certified bilingual and ESL teachers. Bilingual education is a hard-to-staff area because the certification process is rigorous. As the Bob Hope Schools Network grows, we are having trouble meeting our need for teachers with Bilingual certification and ESL endorsement.

We are actively pursuing ways to recruit a staff that more closely reflects our school model and values. We need teachers trained in dual language instruction and Montessori methods who simultaneously fill our mission to provide our English Language Learners and bilingual students with high-quality instruction and support services. We see Grow Your Own as a perfect opportunity to assist in these endeavors, and we greatly appreciate the prospect for funding assistance from TEA.

Thank you for the opportunity to apply, and we look forward to a positive outcome for the high-need, low-income students who attend Bob Hope Schools.

Sincerely,



Michael Casey
Board President