



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
 1701 N. Congress Avenue
 Austin, TX 78701-1494

Application stamp-in date and time

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Grant Information

Grant Period to (Pathways 1 and 2)
 to (Pathway 3)

Program Authority

Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

Applicant Information

Name CDN or Vendor ID ESC # Campus # DUNS #
 Address City ZIP Phone
 Primary Contact Email
 Secondary Contact Email

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

Authorized Official Name/Title Signature Date

Grant Writer Name Signature Date

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

701-18-106-015

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
Shortage of special education, bilingual, math, and science teachers (i.e., 25% five-year increase in sp ed population; five math/science openings, two applicants)	Use grant funds to encourage paraprofessionals in special education and bilingual classrooms and substitute teachers in math and science assignments to complete bachelors degrees, pursue teacher certification, and remain with the school district
Member districts reported greater diversity in teacher assistants and substitute teachers than in the teaching staff	Use grant funds to encourage teacher assistants and substitute teachers to complete bachelors degrees, pursue teacher certification, and remain with the school district
Member districts noted a lack of dual credit opportunities in education and training	Use grant funds to allow teachers to pursue masters degrees, teach education and training courses for dual credit, and remain with the school district

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.

1. Increase the number of certified special education, bilingual, math, and science teachers in member districts by 15% over the grant period.
2. Increase the number of African American and Hispanic teachers in member districts by 10% over the grant period.
3. Increase the number of education and training courses offered for dual credit by 15% over the grant period.
4. Decrease teacher turnover in member districts by 10% over the grant period.

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. Member districts will report the number of special education, bilingual, math, and science teachers employed as of May 31, 2018 and September 30, 2018, and will report the number of special education, bilingual, math, and science teachers participating in Pathway 2.
2. Member districts will report the number of African American and Hispanic teachers employed as May 31, 2018 and September 30, 2018, and will report the number of African American and Hispanic teachers participating in Pathway 2.
3. Member districts will report the number of education and training courses offered during the 2017-18 ; member districts will offer at least one education and training course and begin or continue a CTSO chapter on each comprehensive high school campus in the fall 2018 semester .
4. Member districts will report the teacher turnover rate for the 2017-18 school year as a baseline.

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

1. Member districts will report the number of special education, bilingual, math, and science teachers employed as of January 31, 2019, and will report the number of special education, bilingual, math, and science teachers continuing in Pathway 2.
2. Member districts will report the number of African American and Hispanic teachers employed as January 31, 2019, and will report the number of African American and Hispanic teachers continuing in Pathway 2.
3. Member districts will offer at least two education and training courses and continue a CTSO chapter on each comprehensive high school campus in the spring 2019 semester.
4. Member districts will report the teacher turnover rate for the first semester of the 2018-19 school year.

Third-Quarter Benchmark:

1. Member districts will report an increase in the number of special education, bilingual, math, and science teachers employed as of September 30, 2019, and will report the number of special education, bilingual, math, and science teachers who have completed and who are continuing in Pathway 2.
2. Member districts will report an increase in the number of African American and Hispanic teachers employed as of September 30, 2019, and will report the number of African American and Hispanic teachers who have completed and who are continuing in Pathway 2.
3. Member districts will offer at least three education and training courses and continue a CTSO chapter on each comprehensive high school campus in the fall 2019 semester.
4. Member districts will report a decrease in the teacher turnover rate for the first semester of the 2019-20 school year.

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.

1. If the numbers of special education, bilingual, math, and science teachers are not increased, Region 6 will assist the school districts with internal and external teacher recruitment.
2. If the numbers of African American and Hispanic teachers are not increased, Region 6 will assist the school districts with internal and external teacher recruitment.
3. If the numbers of education and training courses are not increased or maintained, or if student participation rates in education and training courses are not increased, Region 6 will assist the school districts with the promotion of their education and training programs.
4. If the teacher turnover rate is not decreased, Region 6 will assist the school districts by offering professional development and support with classroom management, teacher effectiveness, and teacher resourcefulness.

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.

Most member districts already offer education and training courses. Some offer the courses through non-face-to-face instructional settings. In these schools, the goal is to increase the number of education and training courses offered face-to-face. The minimum expectations for implementation are listed below.

Each comprehensive high school in member districts will offer at least one education and training course (Instructional Practices at the minimum) and begin or continue a CTSO chapter in the first semester of the 2018-19 school year.

Each comprehensive high school in member districts will offer at least two education and training courses, continue a CTSO chapter, and participate in at least one CTSO competition by the second semester of the 2018-19 school year.

Each comprehensive high school in member districts will offer at least three education and training courses and continue a CTSO chapter in the first semester of the 2019-2020 school year.

Each comprehensive high school in member districts will offer at least four education and training courses, continue a CTSO chapter, and participate in at least one CTSO competition by the second semester of the 2019-20 school year.

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 17 times \$13,000 221,000

Pathway 2

Check this box to apply for grant funding under Pathway 2.
 Number of participants pursuing BA and certification 36 times \$11,000 396,000
 Number of participants pursuing certification only 11 times \$5,500 60,500
 Total of above two lines 456,500

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 8 times \$3,000 24,000

Funding Request

Pathway 1	221,000
Pathway 2	456,500
Pathway 3	
Education and training courses	24,000
Total grant funds requested	701,500

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 participant tuition costs (up to \$10,000 per participant)	170,000
2.	Pathway 1 participant travel to TEA Teacher Institute (up to \$1,500 per participant)	27,000
3.	Pathway 1 principal/counselor travel to TEA Teacher Institute - 6 high schools (\$500 each person)	6,000
4.	Pathway 1 administrative costs (up to 7% of total grant funds)	15,000
5.		
6.	Pathway 2 participant tuition costs - bachelor plus certification (up to \$10,000 per participant)	360,000
7.	Pathway 2 participant tuition costs - certification only (up to \$5,000 per participant)	55,000
8.	Pathway 2 participant substitute costs - up to 4 days per participant @ \$75 per day (\$300 per part.)	14,100
9.	Pathway 2 participant certification exam costs - 2 per participant @ \$131 per exam (\$262 per part.)	12,314
10.	Pathway 2 administrative costs (up to 7% of total grant funds)	18,086
11.		
12.	Education and training course implementation	
13.	• CTSO membership and participation (\$100 per campus)	800
14.	• Teacher and student travel to CTSO events (\$1,500 per campus)	12,000
15.	• Consumable supplies (\$500 per campus)	4,000
16.	• Instructional materials and resources (\$750 per campus)	6,000
17.	• Course implementation administrative costs (up to 7% of total grant funds)	1,200
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
Total grant award requested		701,500

**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.

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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.

Member districts plan to use a variety of methods to recruit teacher participants. These include establishing minimum criteria such as experience, evaluation/appraisal ratings, and a documented history of success.

Member districts will use application, interview, and selection processes that prioritize the diversity needs of the campus and include both internal and external recommendations.

Candidates selected for participation will sign MOUs that vary in term from three to five years, depending on the specific member district.

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.

Member districts plan to leverage existing IHE partnerships with Angelina College, Lone Star College, and Sam Houston State University. Districts currently offer some dual credit courses and have procedures in place for students to take the TSIA locally before applying for admission to the IHE.

Districts have documented exploratory conversations with IHEs to hire participants as adjunct professors for the fall 2020 semester. Some districts plan to offer education and training courses as dual credit during the 2019-20 school year.

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.

Member districts plan to recruit students who may be interested in a career in education to participate in the education and training pathway. Informational meetings will be held this spring at junior high schools and high schools.

Education and training courses will be featured during course selection meetings and parent information nights. Students will have the opportunity to discuss options with the counselor before selecting the endorsement. Students who enjoy the academic setting, male students, students in the top 40% of their class, and students who mirror the district's diverse population will be encouraged to consider the education and training endorsement.

Some plans include the following:

- Students will be assigned a teacher mentor who will nurture each student's desire to become a teacher. Students will meet with mentors bimonthly.
- During upper-level courses, students will have the opportunity to work with classroom teachers and learn more about their desired field.
- Scholarship opportunities may be available for students who pursue teaching and return to teach in the district.

**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.

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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.

Member districts plan to identify participants in several ways, including holding informational meetings, hosting question and answer sessions, and implementing a nomination process. Districts will focus, but not limit participation, to candidates pursuing math, science, English language arts, bilingual education, and special education certificates.

Selection processes include an application and interview process, the use of a rubric screener based on grant criteria and district needs, recommendations from teachers and principals, evidence of past instructional success, experience within the district, and campus/community involvement.

Candidates selected for participation will agree to teach in the district for three to five years, depending on the district. The school district will support teacher candidates by a variety of means including providing internship opportunities and field-based experiences, offering on-duty time to attend classes and training, and providing a mentor to each teacher candidate.

Grow Your Own Grant Program
Shared Services Arrangement Attachment

Fiscal Agent	County-District Number
Region 6 ESC	236-950
Member LEA	
Cameron ISD	166-901
College Station ISD	021-901
Corrigan-Camden ISD	187-904
Crockett ISD	113-901
Milano ISD	166-903
New Waverly ISD	236-901
Onalaska ISD	187-910