



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

NOGA ID [redacted]

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
 Texas Education Agency
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Application stamp-in date and time

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Grant Information

Grant Period **04/13/2018** to **05/31/2020** (Pathways 1 and 2)
04/13/2018 to **06/30/2019** (Pathway 3)

Program Authority **GAA, Article III, Rider 41, 85th Texas Legislature**

Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed. Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

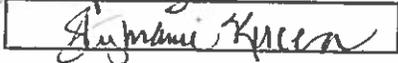
Applicant Information

Name **Education Service Center Region 12** CDN or Vendor ID **161950** ESC # **12** Campus # **NA** DUNS # **075119917**
 Address **Box 23409** City **Waco** ZIP **76702** Phone **254-297-1154**
 Primary Contact **Stephanie Kucera** Email **skucera@esc12.net**
 Secondary Contact **Shirley Strong** Email **sstrong@esc12.net**

Certification and Incorporation

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

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

Authorized Official Name/Title **Dr. Jerry Maze** Signature  Date **03/08/2018**
 Grant Writer Name **Stephanie Kucera** Signature  Date **03/08/2018**

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

701-18-106-017

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 |
|---|---|
| Rural schools need certified teachers qualified to fill high needs positions: SPED, Math, CTE/ Technology, ELAR, ESL, Science, College Prep, Dual Credit. | Identify and mentor candidates pursuing a degree/certification, set goals and establish deadlines for completion. Mentors will engage in quarterly meetings to review progress and offer support for current coursework, projects, grades, diploma and certification plans. |
| Small rural districts often lack teachers with a master's degree, limiting dual credit opportunities for students. | Districts will seek candidates from the current teaching staff to pursue a master's degree in education and consider future budgeting to include a master's stipend. |
| Small rural districts may lack educational training courses or a CTSO chapter to recruit students into the education profession. | Districts will create/offer educational training courses; survey students for interest; support campus career days by informing and recruiting students to the course and to the profession; and create and sustain a chapter of FCCLA or TAFE on the high school campus. |

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.

Pathway 1: Through intentional recruiting of current high school faculty members interested in teacher training courses, a master's degree will be awarded to 7 candidates by May 2020. The number of high schools implementing CTSO chapters will increase from 0 to 8 by May 2020.

Pathway 2: Through intentional recruiting efforts of paraprofessionals /instructional aides/ long-term substitutes currently pursuing a bachelor's degree or teacher certification, member districts will report an additional 24 certified teachers to their staff by May 2020.

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:

Pathway 1: Survey campus administrators regarding number of teachers currently pursuing a master's degree in education; number of students enrolled in an educational training course; number of students in a CTSO chapter. (November 2018)
 Pathway 2: Survey campus administrators regarding number of teachers currently pursuing a bachelor's degree in education or alternative teacher certification. (November 2018)
 Survey data will be shared with campus administrators and mentors to guide next steps when working with all grant stakeholders.

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

Pathway 1: Survey teachers pursuing the master's degree in education to determine progress in coursework and to offer additional support they may need; identify any additional students who may have expressed interest in joining the education and training courses. (February 2019)

Pathway 2: Survey teachers pursuing the bachelor's degree in education or alternative teacher certification to determine progress in coursework and to offer additional support they may need. (February 2019)

Survey data will be shared with campus administrators and mentors to guide next steps when working with all grant stakeholders.

Third-Quarter Benchmark:

Pathway 1: Survey number of students earning credit in a least one educational training course; survey teachers enrolled in the master's degree program to determine progress toward degree completion (May 2019)

Pathway 2: Survey teachers enrolled in the bachelor's degree program or alternative teacher certification program to determine progress toward degree/ certification completion.

Survey data will be shared with campus administrators and mentors reflecting on program processes while planning for post grant supports and potential continuation of grant initiatives.

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.

Grant members will utilize benchmark information to make adjustments to program planning by targeting and addressing participant's feedback ensuring success for individuals and the attainment of program goals.

If benchmark data is not showing progress, member districts will engage in the following to consider next steps to guide program improvements:

Utilize survey information and insights from mentor conversations to inform steps for continued student recruitment to educational training courses.

Create collaborative opportunities for administrators and mentors to network with colleagues, sharing ideas for candidate support, student recruitment, and improvement to educational training classes and the CTSO chapter.

Reach out to ESC Region 12 for support with regard to strengthening educational pathway courses.

Consider joining a CTE Administrator Collaborative for additional networking and administrative support.

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.

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

Districts will reach out to 8th grade students with the career interest inventory. Campus staff will market the new program to current high school students to get them engaged as quickly as possible. The high school schedule will be set up to provide Principles of Education and Training for incoming freshman. Upperclassmen already on track to pursue this pathway will be provided the opportunity to enroll in Instructional Practices. Districts may create a "Grow Your Own" marketing campaign offering a scholarship to students interested in committing to work in the district as they complete their post-secondary training. Students can work towards earning their Educational Aide Certificate. Member districts will give preference to teachers who are passionate about pedagogy when making the selection for who will provide instruction in these courses.

Member districts will partner with staff at ESC Region 12 to analyze and organize the standards, develop an appropriate, meaningful scope and sequence, along with gathering resources to support the needs of both the instructors and the learners. A network of teachers will collaborate using a social media group. Ongoing support will be available through this network using Zoom as a meeting platform.

Teachers will be encouraged to join the Family and Consumer Science Teachers Association of Texas (FCSTAT, annual dues of \$175) to learn the ins and outs of FCCLA or TAFE. Both clubs provide leadership opportunities, and teachers will be able to determine which club would be the best fit for their campus. FCCLA dues is \$15.00 per student while TAFE requires a \$80 per year chapter dues. If funding of the dues is a concern students may participate in fundraising projects.

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 7 times \$13,000 91,000

Pathway 2

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

Number of participants pursuing BA and certification 17 times \$11,000 187,000

Number of participants pursuing certification only 7 times \$5,500 38,500

Total of above two lines 225,500

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 91,000

Pathway 2 225,500

Pathway 3

Education and training courses 24,000

Total grant funds requested 340,500

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. tuition for master's stipend | 70,000 |
| 2. tuition for bachelor's stipend | 170,000 |
| 3. tuition for alternative certification | 35,000 |
| 4. travel for master's students to attend summer institute | 21,025 |
| 5. materials and supplies for Education and Training Courses | 20,150 |
| 6. CTSO fees | 750 |
| 7. CTSO competition fees | 750 |
| 8. textbooks | 5,000 |
| 9. miscellaneous fees | 800 |
| 10. indirect | 17,025 |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |
| 16. | |
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| 24. | |
| 25. | |
| Total grant award requested | 340,500 |

**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.

An initial announcement will be sent out to let staff members know of this opportunity to gain a master's degree in education. Applicants will be considered based on their demonstrated commitment to student achievement as evidenced by strong leadership skills during professional development opportunities, including PLCs, data analysis meetings and other campus-wide planning efforts. Teachers who demonstrate a commitment in their daily practice to moving student performance from approaches to meets to masters will be given priority during the selection process. Involvement in at least one student organization will be expected. Teachers who demonstrate proficient or higher on the T-TESS teacher evaluation rubric will be considered for this opportunity. A recommendation from two colleagues will be required. Teachers should be in at least their second year of teaching to be considered for this opportunity while demonstrating proficiency as tied to the Texas Teacher Standards and aligned to the T-TESS rubric. While this grant opportunity is only available to currently employed teachers at high schools in the SSA member districts, every effort will be made to continue to tackle this societal problem where students may be encouraged to seek a higher-paying profession in order to help provide for their families. By encouraging hard to fill teaching positions (ex: math and science) to pursue a master's degree in education, it will help raise the level of professionalism and students who participate in these education and training courses will be encouraged to follow in their path. The MOU will be developed between each member district and the candidate(s) for the master's degree. The criteria and expectations will be clarified to ensure the candidate fulfills all requirements of their degree plan while making the commitment to remain in the district for 3 years. Once the grant is awarded the fiscal agent will meet with SSA members and provide the opportunity to help develop the language between each LEA and their respective candidates. This may include guidelines that outline the application and selection process, cost and fee reimbursement, minimum GPA, expectations regarding course completion, etc. The MOU will also include agreed upon language regarding the 3 year agreement to remain in the district upon completion of the degree/certification program. In the event an LEA uses their school district legal counsel for all MOUs, this will be allowed.

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 are already participating in dual credit coursework with IHEs in the area. A face to face meeting will be held to clarify program expectations for the education and training pathway. The initial meeting to begin this conversation will be an opportunity for members of the SSA to review current dual credit MOUs already in place. Considerations will be given to the duties and responsibilities of the IHE and LEA, awarding of course credit, faculty designation, location where courses will be taught, tuition and fees, books, recruitment of students, and the instructional calendar.

Recruiting of students will begin as soon as the grant is awarded in spring 2018. A meeting will be scheduled in fall 2018 between the IHE and LEA to fully develop the details of the partnership. The partnership will be finalized by spring 2019 and the course(s) added to the high school course catalog for 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.

Students recruited for this pathway will possess the following skills: communicate well with others, ability to work collaboratively, exhibit leadership skills, demonstrate organizational skills, have a positive attitude, forward thinking, strong in a subject matter, respectful and dependable.

Recruiting efforts will include interest inventories, career fairs, teacher recommendations, student activities designed to have secondary students work with elementary students in a learning environment, and social media campaigns that highlight the good things happening in Texas Public Schools. The fiscal agent is ESC Region 12, and the communications team will be available to help provide support member LEAs with social media efforts.

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.

24 total; 2 long-term substitutes, 22 instructional aides/paraprofessionals (terminology for positions varies district to district)

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.

An initial announcement will be sent out to let staff members know of this opportunity to gain a bachelor's degree and a teaching certificate. Applicants will be considered based on their demonstrated commitment to student achievement as evidenced by involvement in grade level planning meetings and other campus-wide activities.

In partnership with the regular classroom teacher, candidates will demonstrate a commitment in their daily practice to moving student performance forward by customizing support for individuals in small groups. A recommendation from two colleagues will be required. Candidates will be provided the opportunity to engage with learners in hard to fill subject areas, (e.g. math and science) while partnering with the regular classroom teachers who teach these subjects on a daily basis. In reviewing the staff demographics in member districts for this SSA, that population already closely mirrors the student population. Moving forward budgetary considerations will be made to participate in additional job fairs while also partnering with Recruit and Hire Admin at ESC Region 12. The MOU will be developed between each member district and the candidate(s) for the bachelor's degree and teaching certificate. The criteria and expectations will be clarified to ensure the candidate fulfills all requirements of their degree plan while making the commitment to remain in the district for 3 years.