



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

Texas Education Agency

NOGA ID [redacted]

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

Document Control Center, Grants Administration Division
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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 **Quitman ISD** CDN or Vendor ID **756002286** ESC # **7** Campus # **3** DUNS # **079331245**

Address **1201 E. Goode St.** City **Quitman** ZIP **75783** Phone **903-763-5000**

Primary Contact **Angela Brown** Email **browna@quitmanisd.net**

Secondary Contact **Melinda McGinnis** Email **mcginnism@quitmanisd.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 **Rhonda Turner, Supt.** Signature *Rhonda Turner* Date **3/6/18**

Grant Writer Name **Amy Park** Signature *Amy Park* Date **3/6/18**

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

701-18-106-024

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

2018-2019 Grow Your Own Grant Program

Shared Services Arrangements

- Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
 into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
 SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increase the future teacher candidate pool enrolled in local Instructional Practices and Practicum in Education and Training courses by 50%.	Increase the opportunities for students to be exposed to the teaching profession while cultivating positive perceptions of the profession. Students will be paired with mentor educators with documented success in the classroom and a knowledge and use of best practices.
Increase recruitment and the transition of paraprofessionals into certified positions with a focus on diversity and ties to the community by 10%.	Leverage existing relationships with paraprofessional staff with an interest in transitioning to full teacher certification. Applicants will undergo strategic selection based on diversity, willingness to fill hard-to-staff areas, characteristics of a quality educator who closely reflects the make-up of the community.
Increase the number of dual credit offerings to QHS students to include Instructional Practices and Practicum in Education & Training by 2020-2021.	Utilize existing certified staff who have been identified as mentors, role models, cheer leaders, and advocates of education to facilitate and teach education and training and practicum courses based on current best practices to students wanting to earn dual credit and pursue a degree in education.

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.

It is the goal of Quitman ISD to facilitate an increased entry of qualified, diverse candidates into the teaching profession and fill hard-to-staff areas by recruiting candidates from our local, rural student and paraprofessional staff, mentored by certified teachers using best practices while elevating the perception of the teaching profession commencing with the 2018-2019 school year.

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:

- *Compare number of students enrolled in Principles of Education & Training (RST I) and Instructional Practices (RST II) 2017-18 to those scheduled for enrollment in the same courses for 2018-19.
- *Report the number of teachers enrolled in courses to pursue a Master's in Education (M.Ed.) degree.
- *Report the number of paraprofessionals enrolled in courses to pursue a Bachelor's Degree &/or teacher certification.
- *Report the demographics of the paraprofessionals, teachers, and students participating in the program.

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

- *Report the number of students enrolled in each Principles of Human Services, Child Development, Principles of Education and Training (RST I), and Instructional Practices (RST II) by grade level for the 2018-2019 school year.
- *Documented membership into Texas Association of Future Educators (TAFE) for Quitman High School.
- *Report the number of students participating in TAFE membership.
- *Number of certified teachers maintaining a 3.0 or higher cumulative GPA in M.Ed. coursework.
- *Number of paraprofessional staff maintaining a 3.0 or higher cumulative GPA in Bachelor's &/or Teacher Certification coursework.

Third-Quarter Benchmark:

- *Number of students participating in a TAFE regional level activity or event.
- *Results of program satisfaction surveys conducted by campus administrators for both paraprofessionals working towards a Bachelor's &/or teacher certification and certified teachers working toward M.Ed.
- *Percentage of QHS students participating in local Education and Training courses &/or Practicum with a cumulative GPA of 3.0 or higher.

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.

During the evaluation process, if program data, PEIMS information and other critical success factors show limited or no progress in meeting QISD's SMART goal, concentrated efforts will be made to increase progress with the use of first benchmark data to leverage existing relationships and intentionally recruit students and teachers that possess qualities of excellent educators to enroll in QISD's local Grow Your Own programs for 2018-2019 School Year. Explicit intervention &/or collaboration, including but not limited to Professional Learning Community (PLC) meeting, department/subject area meetings, and mentor-ship professional development within hard-to-staff areas, among all stakeholders will be implemented to ensure best practices are being used and taught with a focus on TEKS for the Education and Training courses.

Deliberate participation in TAFE will include promotional activities during and after school hours to shed a positive light on the organization and education as whole.

Should participation in the degree/certification programs fail to meet progress, the district will incorporate additional PLC opportunities and provide time and support during school hours to encourage and facilitate progress toward goals.

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.

Quitman High School (QHS) currently has the Education and Training, Instructional Practices, and Practicum in Education and Training courses in place. At this time, these classes are used for local credit only for students pursuing the Public Services foundation plan for graduation. It is the goal of Quitman ISD to elevate the current educational preparation program to ultimately include the dual credit component with or without grant funding.

Beginning in the fall of 2018, QHS will offer Principles of Human Services and Child Development as required prerequisites to Principles of Education and Training (RST I) and Instructional Practices (RST II) beginning with the incoming 2018 Freshman class.

The teacher of record and mentor will be selected from currently employed certified teachers who meet the eligibility criteria: interest in the program, goal acknowledgment and buy-in, proven success in the classroom, a signed Memorandum of Understanding to remain with the district three years, principal satisfaction surveys and recommendation, and candidate being an advocate of public education. Teachers selected as teachers of record and mentors will follow the program guidelines and performance measures for Pathway One.

Students included in the program will be selected based on their interest in education as a career and selection of Public Service/Education and Training as their Foundations/Graduation Plan pathway whose cumulative GPA is 3.0 or higher throughout enrollment, demonstrates an aptitude for teaching, demonstrates effective verbal and written skills, as well as exhibits good character. Eligibility will be on-going and monitored at any time.

QHS has selected Texas Association of Future Educators (TAFE) as the career and technical organization to establish. QHS's and TAFE's goals align in that both encourage exploration of the teaching profession. It is imperative to the teaching profession that focus be on promoting the teaching profession, its opportunities, responsibilities and education's role in democracy in order for education to flourish.

QHS recognizes the importance of touting education in order to secure its sustainability of qualified educators. To create excitement and investment on campus, QHS will create displays touting teaching, host a future teachers meeting and job fair. Information will include input and advice from current and retired educators with long-standing community ties, sharing why they chose education as their career and why current students should as well.

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 6 times \$13,000 78,000

Pathway 2

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

Number of participants pursuing BA and certification 2 times \$11,000 22,000

Number of participants pursuing certification only 2 times \$5,500 11,000

Total of above two lines 33,000

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 1 times \$3,000 3,000

Funding Request

Pathway 1 78,000

Pathway 2 33,000

Pathway 3 0

Education and training courses 3,000

Total grant funds requested 114,000

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: Teachers' stipend for Master's Degree for six (6) at \$13,000 each to include travel,	
2. lodging, and meal costs associated with state-provided professional development, substitute	
3. teachers, and administrative costs.	78,000
4. Pathway 2: Bachelor's degree stipend for two (2) participants at \$11,000 each to include	
5. certification exam costs, substitute teachers, and administrative costs up to 7%.	22,000
6. Pathway 2: Certification only stipend for two (2) participants at \$5,500 each to include	
7. certification exam costs, substitute teachers, and administrative costs up to 7%.	11,000
8. Combined Pathway 1 and 2: Education and Training course implementation for Quitman	
9. High School to include TAFE teacher and student memberships and event/conference	
10. participation costs, teacher and student travel costs associated with TAFE events/conference,	
11. consumable supplies to support facilitation of Education and Training coursework and TAFE	
12. participation, and instructional materials and resources for the delivery of instruction in	
13. Education and Training and TAFE participation	3,000
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
Total grant award requested	114,000

**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.

Quitman ISD has six (6) participants for the Master's Degree stipend.

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.

In order 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, a survey was conducted of certified staff to gauge the interest in obtaining a Master's Degree in Education if such a program was available. Of the 50 staff who responded, 23 (46%) responded, "Yes" they were interested. An additional questionnaire was sent to those interested to specifically address the requirements of the Grow Your Own program including a **Memorandum of Understanding** to continue employment with the district for three (3) years and commitment to serve as a teacher of record for the Education and Training and Practicum courses. Those acknowledging interest and commitment were then reviewed by campus administrators and scored according to previous measurable student success, ability to motivate others to pursue education as a career, degree to which the diversity of the teacher population mirrors that of the student population, consideration of hard-to-staff areas, and evidence of involvement/leadership in current student organizations. Two participants from each of the three campuses were selected for the program equaling a total of six (6) Pathway 1, Master's Degree participants.

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.

Quitman High School currently partners with a nearby Junior College to provide dual credit opportunities to its high school juniors and seniors. After investigating the college's course offerings it was found that QHS would have to look elsewhere and form a different partnership to facilitate the Education and Training and Practicum courses. QHS has elected to partner with Stephen F. Austin State University in order for students to earn dual credit in the Education and Training and Practicum courses. Beginning in the 2018-2019 school year, QHS's local Education and Training courses will ensure prospective teachers have the required knowledge and skills necessary to be successful before they become classroom teachers. The QHS Education and Training program will address the competencies teachers should gain in the various stages of preparation with multiple opportunities to demonstrate concepts learned in each competency and to demonstrate an understanding of pedagogy and the academic content that want to teach. This initial plan will continue and build through the 2019- 2020 school year with the increase of responsibility and autonomy of perspective teachers, culminating in 2020-2021 with the addition of the local Master degreed teacher of record and dual credit.

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.

Recruiting students to pursue education as a career choice is paramount in order to facilitate increased entry of qualified, diverse candidates into the teaching profession, particularly in rural and small school settings like Quitman ISD. Recruitment should be deliberate and systematic to include focus on traditionally hard-to-staff areas. For Quitman ISD, areas of focus will include math and science. Quitman ISD will select students with a demonstrated track record of academic success, having a cumulative GPA of 3.0 or higher, a passion for teaching, and a high likelihood of returning to work in a small, rural school. Quitman High School (QHS) will be implementing and securing membership in Texas Association of Future Educators (TAFE). Being a member of TAFE will assist QHS in implementing specialized recruitment techniques as TAFE's mission is to "encourage students to learn about careers in education and assist them in exploring the teaching profession" while promoting characteristics and skills necessary to becoming effective educators. Teachers placed in advisory and mentorship roles in QHS's local Education and Training courses will be expected to instill a love and enthusiasm in the program. It is this daily infusion of positive perspective that will encourage and motivate current and future students' involvement and interest and ensure sustainability of the education and training program. The availability of dual credit to be introduced as part of the Education and Training course in 2020-2021 will also serve as motive for students to enroll in the Education and Training courses.

**Grow Your Own Grant
Pathway 2 Grow Your Own Program Attachment**

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles

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

Four (4), two (2) participants pursuing BA and certification and two (2) pursuing certification only.

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.

A survey was conducted by the district to gauge the interest of currently employed paraprofessionals to become fully certified teachers. Of the 13 paraprofessional who responded to the survey, eight (8) answered "yes" to being interested in such a program that would assist them in gaining a bachelor's degree &/or certification.

Because principals are a main point of contact between the program and potential participants who are already employed in the schools, their recruitment assistance is critical. Their direct knowledge of applicants makes it easier for the program to gauge candidates' existing skills and dispositions for teaching the student population. Therefore, it is the district's goal to target already proven and dedicated staff who desire an opportunity for advancement. Selection of participants is based on the participant's ability to close the campus' diversity gap, including the ability to fill hard-to-staff areas, and the campus principal's recommendation. In order to align with the program goals, candidates also receive priority if they are accustomed to a rural lifestyle and have community ties. It was found in the needs assessment that each of the three campuses varied in its scope and degree to which diversity &/or filling hard-to-staff areas was prevalent. The elementary campus was found to need a more diverse teacher pool to include more male teachers. The junior high campus was in need of more diverse teachers that more closely match the student population, while the high school was in need of teachers to fill hard-to-staff areas like math and science.

Potential applicants need to understand clearly what the program will offer them. Necessary information includes the type of preparation they will get, the support they will receive while in training, and the financial assistance that will be available. Part of the recruitment materials will include a **Memorandum Of Understanding** in which the participant agrees to remain under the employ of the district for three years. This agreement helps facilitate communication between the district and potential applicants. It also sends a clear, strong message to applicants that the district values their investment of time and energy in the program.