



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

NOGA ID

Application stamp-in date and time

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
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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.

701-18-106-064

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 |
|---|---|
| Close the gap between teaching staff and students in ethnicity and race to achieve the goal of being more reflective of student demographics. | Build on the foundation of established partnerships with local community college and university to "grow our own teachers." Conduct an aggressive recruiting of qualified minority school staff who have demonstrated a commitment to complete a teaching certificate and who will serve in the district. |
| Address teacher shortages and minimal or unqualified applicants in hard to staff content, including Math, Science, LOTE, CATE and Sp.Ed. | Develop a multi-district consortium that will implement a plan of support to complete degree requirements. Cohorts of aspirants will be supported by developing academic support systems including monthly meetings, tutors and one on one academic advisement. |
| Increase recruitment and retention of teachers by enhancing the perception of the teaching profession through intentional measures. | Partner with NE TX Alliance of Black School Educators, the Latino Family Literacy Project, Texarkana College, TAMU-Texarkana and area school districts to present a "NETABSE Becoming a Teacher Conference." This conference will connect future teachers with resources needed to become certified. |

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.

The collaboration between Texarkana ISD, Maud ISD, Pleasant Grove ISD, and Liberty-Eylau ISD will develop a pipeline of diverse teachers who come from the communities in which they will one day teach. The Grow Your Own grant will allow the creation of a consortium of schools within our community that will increase the number of minority teaching staff by 10% by the spring of 2020. Due to the centrality of the districts, shared resources and supports make sense. Additionally, a 5% increase in qualified applicants for hard to staff content areas will be achieved, as evidenced by the number of interviews conducted with qualified applicants.
 Through the Grow Your Own Grant, at least 150 students in the four district attendance zones will explore teaching as a career.

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:

April-September 2018
 Grant leaders host Grow Your Own Grant overview session for district and campus leaders; Grant leaders identify knowledge, skills, & dispositions (KSDs) for ideal recruits and develop a screening and evaluation tool to support participant selection; Participants attend Pathways Academy (monthly collaborative support academy for grant participants and 1st year teachers) orientation session, which includes a grant overview, intro to mentoring, and team-building; Participants sign MOU which outlines grant goals and requirements, along with teaching commitments required of grant participants; Participants meet with TAMUT advisors, complete enrollment, and begin attending courses; Grant and district leaders articulate a plan for and establish ED 1301 Principles of Teaching DC at LEHS and Instructional Practices at MHS, with the support of TISD and PGISD, both of whom have established Education and Training pathways.

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

Oct 2018-March 2019: Grant member districts participate in the Northeast Texas Alliance of Black School Educators (NETABSE) meetings and middle school "Becoming a Teacher" conference for rising 9th graders; Grant partners leverage established NETABSE conference and network to recruit and inform underrepresented minority students of the education career pathway; TAFE club members lead break-out sessions at NETABSE conference; Mentor teachers are assigned to each participant and tasked with weekly mentoring sessions to provide support, guidance, and encouragement; Grant participants participate in Pathways Academy sessions (Fall & Spring) designed to empower teacher candidates with tools and training needed to successfully navigate common frustrations faced by novice teachers (classroom management, communication skills, classroom culture); Grant participants complete Fall 2018 courses and begin Spring 2019 term; Teacher certification candidates register for assessment; TAFE club members register for spring competition.

Third-Quarter Benchmark:

April 2019-September 2019

TAFE leads student recruitment drive and Spring Open House; TAFE members participate in TAFE Teacher Job Shadowing program, paired for one day with shortage area teacher; TAFE club participates in competitive event; High schools in participating LEAs continue to offer Instructional Practices and/or Practicum in Education and Training; Participants continue to meet with teacher mentors; TISD hosts Pathways Academy panel discussion, featuring master teachers in shortage areas; Participants complete spring and summer courses and enroll in courses for Fall 2019; Certification candidates complete teacher certification exam. Data points for grant managers will include: TAFE club sign-in sheets, TAFE Teacher Job Shadowing Schedule, TAFE student reflections, Pathways Academy sign-in sheets, course completion & registration documentation, teacher certification registration, class roll sheets, mentoring log.

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.

Determination of effectiveness will be of utmost importance throughout the life of the grant. Using the SMART goals as a guide, and using numerical data such as college enrollment numbers and hours taken, grant leaders will be able to monitor and adjust if projected enrollment is less than anticipated and if LEAs are not on track to meet benchmarks and goals. A working collaboration with both institutes of higher education in our community will be needed to accomplish this.

The grant leader for Texarkana ISD has served as the Texarkana ISD liaison with the university for a district-sponsored master's degree program for several years. She has worked with university staff to establish a seamless system for communication, enrollment procedures, and student assistance which will serve as an invaluable support structure in the implementation, monitoring, and adjustment of the Grow Your Own Grant program. Texarkana ISD, Pleasant Grove ISD, and Liberty-Eylau ISD have an established dual credit partnership with local IHEs and all 4 districts have well-established working relationships with both institutions. Data-sharing and joint planning for program evaluation and modification are well-established procedures between the K-12 districts and the IHEs, which will help to streamline needed changes. Other data points to be monitored will be the demographic make up of the participants. With the goal of hiring a more diverse teaching staff, this will be paramount. If needed, LEAs will use alternative methods of attracting more diverse candidates. Some of these methods might include community outreach events and visiting area churches.

Results from the TEA bi-annual survey of participant groups will be utilized to address any concerns of participants as well as recommendations. This will guide planning for the content of monthly topical meetings in the Pathway Academy sessions.

Bi-annual monitoring of employment data from partner districts will determine if students are being promoted to full time teaching positions as they complete their courses of study and degree/certification requirements.

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.

Texarkana ISD has an education career pathway which includes Principles of Education & Training, Human Growth and Development, Instructional Practices, and a dual credit course with Texarkana College - Practicum in Education and Training. Pleasant Grove ISD offers students the following courses within their education pathway: Principals of Education and Training, Instructional Practices, and Practicum in Education and Training. The grant partnership will provide time and opportunity for Texarkana ISD and Pleasant Grove ISD to support Liberty-Eylau ISD and Maud ISD in establishing at least one education and training course for fall 2018, with a plan to extend that pathway as students progress. Liberty-Eylau ISD has identified Texarkana College dual credit course ED 1301 Principles of Teaching to add to their course guide as a selection for juniors and seniors. This course will go to the Texarkana College faculty committee for approval in March 2018. In line with the grant timeline, Maud ISD will offer an Instructional Practices course for students in grades 9-12. The grant partnership will provide time and support for Texarkana ISD and Pleasant Grove ISD to evaluate their education career pathways and collaborate in curriculum revision, teacher training, planning of activities, and shared classroom experiences.

Liberty-Eylau, Pleasant Grove and Maud ISDs will establish Texas Association of Future Educators (TAFE) clubs at their respective high school campuses in 2018, and club members will be instrumental in facilitating a culture of respect and excitement for the teaching profession. Texarkana ISD also has an established TAFE club, and members will support club recruitment activities for the other districts. TAFE members will set up a booth at grade level "meet the teacher" and student orientation sessions to recruit club members and showcase TAFE goals and activities. All TAFE clubs will support the education and training career cluster and will participate in at least one competitive event.

Each school will determine teachers who will provide instruction for the classes by May 2018. This process will be accomplished through inquiry of current teachers and/or expressed desires to teach the class. Using the Texas Educator Knowledge, Skills and Dispositions framework, partner districts will determine a set of 10 identifiable qualities that will guide in the selection and recruitment of students to the classes. Grant managers will work with their human resources departments to develop a profile of the optimal educator for the Education and Training course(s). Teachers for the education courses will be provided with professional development and ongoing support that includes: unpacking the standards, authentic rigor, student engagement, and 21st Century teaching strategies.

Efforts to recruit students for the class will be vigorous. Strategies will include a commitment from each of the participating districts to send students to the annual Northeast Texas Association of Black School Educator's (NETABSE) conference. Also, TAFE club members will serve as campus ambassadors in hosting annual site visits to their respective high schools for rising 9th graders from feeder campuses outside the member districts.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding.

You may apply for any pathway individually or for Pathways 1 and 2 together. Pathway 3 cannot be combined with any other pathway. Refer to the program guidelines for information on restrictions to the maximum number of participants.

Pathway 1

Check this box to apply for grant funding under Pathway 1.

Number of participants times \$13,000

Pathway 2

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

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

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

Total of above two lines

Pathway 3

Check this box to apply for grant funding under Pathway 3.

Number of participants times \$22,000

Education/Training Courses and Related CTSO Participation and Events

Number of high schools times \$3,000

Funding Request

Pathway 1

Pathway 2

Pathway 3

Education and training courses

Total grant funds requested

Statutory/Program Assurances: All Pathways

The applicant assures that each high school campus within the participating LEA will offer the Instructional Practices and/or Practicum in Education and Training courses of the Education and Training course sequence.

The applicant assures the each high school campus within the participating LEA will establish or continue a chapter of a

CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.

Statutory/Program Assurances: Pathway 1

The applicant assures that LEA campus participants will establish or continue a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.

The LEA assures its participation in an initial TEA Teacher Institute on or around June 12-14, 2018, with participants

including Education and Training course teachers, campus principals and college/career counselors. Principals and counselors will only be required to attend on June 12.

Statutory/Program Assurances: Pathway 3

The applicant assures that the clinical teaching assignment is one academic year (28 weeks minimum) in length.

The applicant assures that the IHE/EPP provides residents with with teacher certification; evidence-based coursework; and an opportunity to practice and be evaluated in a school setting.

The applicant assures that the IHE/EPP provides residents with in-person and on-site coaching and evaluation, with at

least five on-site observation and feedback cycles per semester, at least two of which include the observation of a full lesson.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

| Description of Activity or Cost | Amount Budgeted |
|--|-----------------|
| 1. Tuition,fees and supplies for 17 participants - bachelor's degree and teacher certification | 170,000 |
| 2. Tuition, fees and supplies for 13 participants - teacher certification | 65,000 |
| 3. Establishment and implementation of Education and Training Courses and TAFE - Maud | 3,000 |
| 4. Establishment and implementation of Education and Training Courses and TAFE - LE | 3,000 |
| 5. Enhancement of existing TAFE club and eduction courses at Texarkana Independent Schools | 3,000 |
| 6. Enhancement of existing eduction courses and establishment of TAFE club - Pleasant Grove | 3,000 |
| 7. Administrative Costs Texarkana ISD Grant Management Lead Agency & Lead Pathways (stipends) | 5,000 |
| 8. Administrative Costs Liberty-Eylau Grant Management (stipends)) | 3,000 |
| 9. Administrative Costs Maud ISD Grant Management (stipends) | 1,000 |
| 10. Administrative Costs Pleasant Grove Grant Management (stipends) | 500 |
| 11. Administrative Costs Curriculum and Supplies Pathway Academy | 4,000 |
| 12. Teacher Certification Testing and fees | 5,000 |
| 13. Administrative Costs Other TISD (transportation, supplies, events) | 2,000 |
| 14. Administrative Costs Other LEISD (transportation, supplies, events) | 1,000 |
| 15. Administrative Costs Other MISD (transportation, supplies, events) | 1,000 |
| 16. Administratve Costs Other PGISD (transportation, supplies, events) | 1,000 |
| 17. xx | |
| 18. | |
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| 24. | |
| 25. | |

Total grant award requested 270,500

**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.

30 participants. Liberty –Eylau-10, Maud ISD- 8, Texarkana ISD -10 Pleasant Grove - 2

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.

Grant partners will identify knowledge, skills, & dispositions (KSDs) they are looking for in ideal recruits for the *Grow Your Own Grant Program*. Utilizing research on effective teacher retention, administrator surveys, the expertise of local institutions of higher education (IHE) partners, and local data on teacher effectiveness, grant partners will develop a screening and evaluation tool to support selection of candidates best suited to serve as instructors in the classrooms of each district. The recruitment process will include an online survey which includes applicant demographics, experience, and interest in hard to staff content areas. One on one interviews will be conducted using a rubric which includes community and school involvement.

Utilizing the screening and evaluation (KSD) tool and a structured interview process, grant leaders will identify and recruit high potential paraprofessionals, instructional aides, and long-term subs through an interview process. The applicant pool will be staff members currently employed by the district who are attending university and core complete. Also, they will recruit from already proven staff to participate in the grant-sponsored stipend program to support certification in shortage areas. The human resources department for each member district will work with grant leaders to facilitate the hiring process and will participate in grant orientation sessions as well as development of the KSD tool, interview rubrics, questions, and process. The interview process will include two letters of recommendations from peers and copies of their most recent annual evaluation. One on one interviews will be conducted utilizing a rubric which includes community and school involvement.

Once identified, grant participants (both teacher prep candidates and certification candidates) will participate in a grant orientation session through the Pathway Academy, a monthly collaborative support academy for grant participants and first year teachers in the TISD, LEISD, PGISD and MISD school districts. The orientation will include an overview of grant guidelines and expectations, introduction to support and mentoring, and engaging teambuilding exercises which support relationships, goal-setting, and collaboration. Grant partners will develop a Memorandum of Understanding (MOU) document to be utilized by all four districts. Grant participants will sign the MOU to become a member of the grant cohort and will pledge to a 1 to 1 commitment to the district for participating in the grant. The grant will pay for 2 years of teacher education and teachers will commit to serve the school district for at least 2 years' post-certification. If the district pays for one year of courses and the certification test, the candidate will commit to one year for the district, post-certification.

Shared Services Arrangement Attachment

| Fiscal Agent | County-District Number |
|---------------------|-------------------------------|
| Texarkana ISD | 019907 |
| Member LEA | |
| Liberty-Eylau ISD | 019908 |
| Maud ISD | 019903 |
| Pleasant Grove | 019912 |