



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
 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 **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.

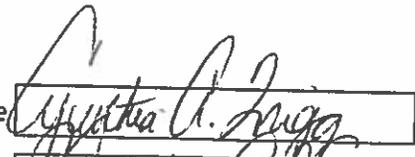
Applicant Information

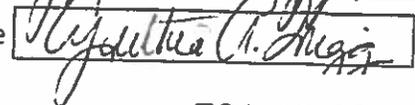
Name **Evolution Academy Charter School** CDN or Vendor ID **057-834** ESC # **10** Campus # [] DUNS # **107959814**
 Address **1101 South Sherman Streer** City **Richardson** ZIP **75081** Phone **972-907-3755**
 Primary Contact **Cynthia A. Trigg** Email **cynthia.trigg@evolutionacademy.or**
 Secondary Contact **Jeff Robinson** Email **jeff.robinson@evolutionacademy.or**

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 **Cynthia Trigg/ CEO** Signature  Date **03/12/2018**

Grant Writer Name **Cynthia Trigg** Signature  Date **03/12/2018**

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

701-18-106-081

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
EACS needs to improve student learning and student academic performance.	The Grow Your Own Grant program will improve student performance by fostering open, supportive and collaborative campus cultures that allow teachers to seek and attain growth within their field through state certifications.
EACS needs to improve educator/ teacher effectiveness and quality.	Through the funding of innovative practices that target the entire time-line of a teacher's career and with the implementation of the GYO program.
EACS needs to develop a GYO program to address CTE program offering to extend the GYO to create a pipeline to teaching for our students and employees.	New models of recruitment, preparation, hiring, induction, evaluation, professional development, compensation, career pathways and retention will be evaluated for their effectiveness in fostering effective teaching and improving student performance.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2019- 2020 school year, 10 participants of the GYO grant program will return to Evolution Academy as full time teachers.

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:

Selection of participants for GYO teachers certification program
 Implement Education and Training Courses
 Form TAFE Chapter

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

Each participant has enrollment in required program courses
Conduct TAFE Chapter meetings

Third-Quarter Benchmark:

Progress Report from each candidate enrolled in degree/certification program
PEIMS reports details Education and Training Courses enrollment

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.

Overview of the Data Collection Process The GYO Grant project Data Collection Process consists of five steps: 1) data collection; 2) data entry; 3) data storage; 4) data statistical analysis; and, 5) data reporting.

Types of Data Collected. Data collection is based on the GYO Grant's stated Goals, Performance Indicators, Project Outcomes, and Measurable Indicators as delineated in the project design. Data collection is based on the measurable indicators in the design. Planned data collection includes:

- a. Number of paraprofessionals/instructional aides/long-term substitute teachers receiving stipends to complete their bachelor's degree and/or teacher certification
- b. Demographics of paraprofessionals participating in the program
- c. Percent completion of bi-annual TEA developed survey of participant groups including: participating paraprofessionals/instructional aides/substitute teachers, campus principals
- d. Number and type of teacher certificates awarded to participants
- e. Number of participants promoted to full time teaching roles within participating

We will evaluate participants progress quarterly. Based on the data findings, monitor and adjust to increased measured. The data will be disaggregated by the Leadership team. The data will be used to identify areas of needs, improvement areas, trends, achievement, and other statistical information. The data will be utilized to better serve the participants and decision making, and monitoring process implementation.

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.

Student advisors will market and recruit students to inform them of course offerings. Students selecting the Public Service Endorsement will receive the Education & Training Pathway High School Courses which are: Principles of Education and Training, Human Growth and Development, Instructional Practices, Practicum in Education and Training. Instructional Practices and Practicum in Education are field-based teacher preparation courses which provides students with background knowledge of child and adolescent developmental principles as well as principles of effective teaching and training practices. Following the initial classroom orientation phase; student-interns will work under the joint direction and supervision of Mr. McNeil and an assigned exemplary educator-mentor teacher in direct instructional roles with peers students. Instructional Practices students will observe and assist teachers planning lessons, prepare instructional materials, direct individualized, group instruction and serve as tutors.

CLASS REQUIREMENTS: The courses are assigned to grades 9-12. The required prerequisite course is Principles of Education & Training and Human Growth and Development. Students will study concepts and skills related to the following: Exploring the Teaching Profession, Communicating Effectively, Professional Standards/ Employability Skills, Creating an Effective Learning Environment, Understanding the Learner and Learning Process, Achieving Excellence in Subject Matter, Ethics & Legal Responsibility, Planning Effective Instruction, Developing and Using Effective Instructional Strategies. EACS will establish a TAFE chapter according to the guidelines. Students joining and participation in TAFE is a requirement of membership.

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. Administrative Cost	5,775
2. Substitute teachers	500
3. Education/Training Courses and Related CTSO Participation and Events	9,000
4. Pathway 2	71,500
5. Participant certification exam costs	1,500
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Total grant award requested	88,275

**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.

Evolution Academy Charter School opened in September 2002. EACS targets students who have dropped out of high school or who are seriously at risk of doing so. The mission of the Evolution Academy Charter School is to enable its students to achieve academic, social and career success.

Candidates for the GYO program must be accepted into the program. A panel will interview participants and rate each one based on the following selection criteria: ability to express "why" they want to teach, demand of content area, staff attendance, involvement in school activities, and recommendations from colleagues. Points will be tallied. The candidate(s) with the highest score will be selected as a participant of the GYO program.

As a dropout recovery center, EACS has belief and commitment to recruit from within the charter school district and community to create a closer match to the ethnic and cultural make-up of their student population. By focusing on developing local talent through a "pipeline model" that starts in high school and supports many points of entry along the way. EACS has partnered with higher education institutions and educator preparation teacher programs will work together to recruit current para professionals and long term substitutes as educators to enter the teaching professional through the alternative route to teaching program. In additional EACS plans to partner with each community college in each school's area to develop dual credit offerings for students enrolled in Education and Training career clusters at the high school level.

EACS will enter into Memorandum of Understanding (MOU) in which the paraprofessional, instructional aide, and/or long-term substitute will commit to remain in EACS for an agreed upon length of time of 3 years in a full-time teaching role as a condition of receiving the stipend. The MOU will be executed by all parties prior to entering the program.

