



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
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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 **Mabank ISD** CDN or Vendor ID **129905** ESC # **10** Campus # **[REDACTED]** DUNS # **037462488**
 Address **310 East Market Street** City **Mabank** ZIP **75147** Phone **903-880-1307**
 Primary Contact **Dena C. Mojica** Email **dcmojica@mabankisd.net**
 Secondary Contact **Shela Koskelin** Email **srkoskel@mabankisd.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 **William S. Adams** Signature *William S. Adams* Date **03/09/2018**

Grant Writer Name **Dena Mojica** Signature *Dena Mojica* Date **03/09/2018**

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

701-18-106-086

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
Attract teachers to hard-to-staff/small districts such as Mabank and reduce turnover rate.	Identify potential candidates who have worked with Mabank ISD as paraprofessionals or instructional aides and who have begun the process of working towards a bachelor's degree and certification.
Hire more teachers with strong ties to the Mabank community	Identify potential candidates to enter the teaching profession who have deeply rooted investments in the Mabank schools and community. Research from Hammer, et. al. (2005) states "Teachers are more likely to stay in their position when they feel rooted in the community in which they teach and consider it their
Align demographics of teaching staff with the growing diverse demographics of the student population	Recruit applicants who have similar racial/ethnic, social, economic, and educational backgrounds. "There is a gap between the growing population of minority students and minority teachers." Minority teachers remain significantly underrepresented relative to the students they serve" Albert Shanker Institute. (2015) (http://www.shankerinstitute.org/sites/shanker/files/The%20State%20of%20Education%20in%20Texas%202015.pdf)

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 SMART goal is to increase the number of locally identified participants to receive their teacher certificate and be employed by the Mabank ISD. This is in response to an annual 22% average turnover rate. The goal will be measured by:

- Number of paraprofessionals/instructional aides/long-term substitute teachers receiving stipends to complete their bachelor's degree and/or teacher certification
- Demographics of paraprofessionals participating in the program
- Percent completion of bi-annual TEA developed survey of participant groups including (but not limited to): participating paraprofessionals/instructional aides/substitute teachers and campus principals
- Number and type of teacher certificates awarded to participants

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 - June 2018 - Identify the number of paraprofessionals/instructional aides/long-term substitute teachers identified to participate in the GYO program:

- Develop application package and selection criteria for potential participants (registration form, essay format, recommendation forms)
- Launch a recruitment campaign to highlight teaching as a rewarding career
- Disburse application recruitment material to potential candidates
- Submit Memorandum of Understanding for board approval
- Identify selection committee to review and select candidates for the first cohort of GYO-Mabank

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

July - September 2018

- Convene a meeting of GYO participants to review program requirements and sign Memorandum of Understanding
- Collect documents confirming enrollment in college/university/teacher preparation program
- Provide one full day of training for recipients prior to the start of school for an opportunity to collaborate, establish a support network and provide an overview of The First Days of School, How to be an Effective Teacher by Harry and Rosemar
- Develop process for monitoring participant's progress
- Purchase supplies for continuation of the Education and Training courses
- Complete paperwork for CTSO teacher and student memberships and conference participation

Third-Quarter Benchmark:

October-December 2018

- In October, schedule meetings with each tuition assistance recipient and campus administrator to follow-up with support.
- Provide after school session for recipients as a continuation of The First Days of School, How to be an Effective Teacher.
- Meet with CTE Director to follow-up on CTSO courses enrollment, grades and pending competitions.
- Plan meeting with recipients in December to discuss spring semester coursework if applicable or certification process.

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.

Through the scheduled meetings with campus principal and recipient ongoing progress can easily be monitored. In the event the recipients need additional support the selection committee will provide by assigning teacher mentors. Ongoing district level training should also serve to provide a checks and balance as well as networking between the recipients.

In addition to this Mabank ISD provides a robust professional development plan for all educators that includes three days of intensive sessions in August to establish a deeper understanding of subject content, instructional delivery best practices and technology integration. Throughout the school year after school training sessions are provided and in June MISD hosts the Know Your Impact Conference for three days with a keynote and breakout sessions based on three pillars;

1. Establishing a culture of hope and optimism
2. Delivering engaging instruction
3. Responding to the social and emotional well-being of all

Recipients would be expected to attend the three-day conference in June and encouraged to attend sessions in August.

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.

Mabank High School presently has the following courses under the public service endorsement; Instructional Practices and Practicum of Instructional Practices in Education. Mabank High School also has a well-established FCCLA chapter with 19 students currently enrolled. The CTE Director established a partnership with Trinity Valley Community College, Central Elementary School and the MISD Child Development center to work toward their Child Development Associate Certification. They also partner with Southside Elementary to provide practicum experiences for education students daily for 2 hours. The opportunity to attend the Know Your Impact Conference would be extended to these students as well. The funds provided through this grant will support students' participation in the FCCLA Conference and competitions.

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. Seven candidates for tuition support towards bachelor's degree	77,000
2. Three candidates enrolled in teacher preparation program*	16,500
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Total grant award requested	93,500

Grow Your Own Grant

Pathway 2 Grow Your Own Program Attachment – Mabank Independent School District

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.

Ten (10) paraprofessionals, instructional aides and/or long-term substitutes will participate in the program and receive the stipend for education expenses leading to a bachelor's degree and teacher certification.

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

In a 2007 U. S. News article, Ramirez simply states "Many of the best candidates already live in the neighborhood". (retrieved from <https://www.usnews.com/education/articles/2007/10/12/grow-your-own-teachers>). The ultimate goal of the GYO initiative is to identify, educate, train, and retain these individuals to generate a quality pool of teachers.

Goal: Transition of paraprofessionals, instructional aides, and/or long-term substitutes to full-time teaching roles in Mabank ISD.

Mabank is located in the southeast corner of Kaufman County. Traveling northwest, the town is 21 miles to Kaufman, TX and southeast 18 miles to Athens, TX, both considered small towns. Downtown Dallas is 54 miles northwest of Mabank. As an example, in 2015-2016, the teacher turnover rate in Mabank ISD was 22.4%, as compared to the state of Texas rate of 10.34% (PEIMS data). The Mabank location does not always lend itself to recruiting from major cities into the district and for those teachers who do come from major cities into Mabank, the daily commuting time becomes overwhelming. Therefore, it is our goal to strengthen our teacher pool by growing our own. We have committed paraprofessionals, instructional aides, and/or long-term substitutes in the district who are local residents, who meet the qualifications of this grant, and who would make ideal certified teachers for our district. Research from Boyd, et.al. (2003) states "teachers strongly prefer to teach close to their hometown". And for this reason, we are excited about growing our own.

Identifying Participants – Interested paraprofessionals, instructional aides, and/or long-term substitutes will apply for the program. The application should include transcripts indicating (at a minimum) enough credits for an associates degree, recommendations from campus principals and two campus-based teachers who have worked with the nominees. Participants will be asked to submit an essay describing their affiliation/tenure with the district, their involvement in school and community activities, the area in which they will pursue certification, and their interest in teaching as a profession. After an interview, a selection committee will review the applications and award scores based on the following criteria: quality of the essay, recommendations, tenure, and pursuit of certification in hard-to-staff areas. There is a significant gap between the percentage of Hispanic students in 2016-2017 (15.7%) and the percentage of Hispanic teachers in the district (3.0%) (Source TEA TAPR). Therefore, in addition to the criteria listed above, the committee will closely review the applications to determine how the diversity of the applicant reflects the needs of the student body.

The successful candidate will sign a MOU approved by the Mabank ISD board of education that outlines the commitment of both parties:

- Process for confirming enrollment in an IHE or teacher preparation program; including a schedule for continuous monitoring/reporting of participant performance
- Process for reimbursement/payment of tuition/fees up to the maximum amount allowable for the type of program (i.e., pursuing certification with an already awarded degree or pursuing degree and certification.
- An agreement that the district will be reimbursed if the candidate fails to complete the program within the allotted time period.
- Commitment to remain in the Mabank ISD for 3 years after successfully completing the GYO program.

Paraprofessionals will continue to work at their duty assignment while in the alternative program. The districts will provide release time and/or coordinate scheduling with the university to guarantee participant access. This will keep paraprofessionals current with district initiatives while completing their degree and certification.

After the candidate completes the certification process, he/she will work closely with a mentor teacher to receive the support they need to develop as they assume responsibility for planning, teaching and assessment throughout the academic year.

References

Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2003). The draw of home: How teachers' preferences for proximity disadvantage urban schools. *Journal of Policy Analysis and Management*, 24(1), 113–132. Retrieved from https://www.researchgate.net/profile/Donald_Boyd/publication/227344843_The_draw_of_home_How_teachers_preferences_for_proximity_disadvantage_urban_schools/links/0c96051f7b1425f53a000000.pdf