



**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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 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 **Toni Farmer** CDN or Vendor ID **184902** ESC # **11** Campus # **001** DUNS # **039033899**

Address **301 E. Fifth St.** City **Springtown** ZIP **76082** Phone **817-220-1700**

Primary Contact **Toni Farmer** Email **tfarmer@springtownisd.net**

Secondary Contact **Cheryl Brouhard** Email **cbrouhard@springtownisd.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 **Toni Farmer, Dir. Federal Prog.** Signature  Date **3/8/2018**

Grant Writer Name **Toni Farmer** Signature  Date **3/8/2018**

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

701-18-106-089

**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
Qualified teacher with 30 semester credit hours in a master ' s degree program to provide hands-on experience and dual-credit coursework	Current education and training teacher of record will obtain her Master of Education degree (30 semester credit hours) by the end of the 2019-2020 school year
Provide students the opportunity to earn a certificate/degree (Associate of Arts in Teaching) while in high school with a 10% growth in the dual credit program	By the 2020-2021 school year, dual credit classes will be offered in the education and training program at Springtown High School
Increase student retention in the sequence of courses in the education and training pathway by 50%	Promote that dual credit coursework will be effective 2020-2021 in the initial sequence of courses, specifically Principles of Education and Training and Human Growth and Development, and through participation in the Texas Association of Future Educators CTSO

**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.

This program will increase the retention of students in the education and training pathway through all four years of their high school career by 50% by the 2020-2021 academic school year. This pathway includes Principles of Education and Training, Human Growth and Development, Instructional Practices, and Practicum in Education and Training. This will allow participating students to graduate high school with an Associate of Arts in Teaching within five years of the grant award date and will increase the overall dual credit enrollment by 10% at Springtown High School. The teacher of record will obtain a Master of Education degree with 30 semester credit hours (12 resource and elective hours and 18 hours in the area of specialization) by the end of the 2019-2020 school year and stay with the Springtown Independent School District for at least another five years (currently employed with the district for the past 11 years) to give more students the opportunity to participate in dual credit coursework and/or receive an Associate of Arts in Teaching in combination with the other dual

**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:  
 First-Quarter Benchmark: maintain student retention in the education and training program; staff enrolls in the Master of Education program with at least six hours of coursework in the Fall of 2018; will have finished six hours in the Summer of 2018

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

Second-Quarter Benchmark: maintain student progression in the education and training program; staff retention in the Master of Education program with an enrollment of at least six hours of coursework; will enroll in the summer of 2019 with six hours

**Third-Quarter Benchmark:**

Third-Quarter Benchmark: increase student enrollment in the education and training program; staff retention in the Master of Education program; finishing the last six hours; begin enrolling students in dual credit courses in the education and training program

**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.

Project evaluation data will be used to determine the correlation between program retention and attitude/interest surveys by both student participants and mentor teachers. This data includes enrollment numbers in the four courses offered in the education and training pathway as well as attitude/interest surveys given at the beginning and end of each school year. The data will determine if the grade level, school and mentor teacher assignments are encouraging student retention and if modifications to the mentor teacher, school and/or grade level assignments are necessary. Surveys will be conducted at the beginning and end of each school year with participation by both the student and mentor teacher to determine the best fit and to encourage satisfaction in the program and interest in the teaching career. In addition, varied exposure to different grade levels, schools and teaching styles through current CTSOs, including TAFE, will guide students toward their desired grade level and mentor teacher, increasing sustainability in the program and career choice.

**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.

Springtown High School currently offers a sequence of four courses in the education and training program: Principles of Education and Training, Human Growth and Development, Instructional Practices and Practicum in Education and Training. Principles of Education and Training introduces students to the various careers available and allows them to develop a graduation plan leading to the students' chosen career choice. Students will be informed of the dual credit opportunities available and the coursework necessary to obtain an Associate of Arts in Teaching upon high school graduation. Human Growth and Development covers material in a one-semester introductory course in developmental psychology or human development. For example, at several local community colleges/universities, this course would be equivalent to PSYC 2314, Lifespan Growth and Development, and upon completion of the teacher ' s master ' s program, could be articulated to give students dual credit for this course. Instructional Practices and Practicum in Education and Training, while already a hands-on internship program with practical student teaching experience, would give dual credit students an opportunity to earn credit for the initial education coursework necessary for the Associate of Arts in Teaching, such as EDUC 1301 Introduction to the Teaching Profession and EDUC 2301 Introduction to the Special Populations at local community colleges. The teacher of record will continue to encourage the participation of migrant, immigrant and ESL students in the education and training program as well as emphasize the importance of ESL certification and the significance of the bilingual shortage in the field of education. With the dual credit program at Springtown High School, obtaining an associate ' s degree during the day requires elective credit in a foreign language. The Texas Association of Future Educators at Springtown High School has approximately 100 members each year. During the 2017-2018 school year, 17 students competed at the regional conference and six at state; therefore, there is the potential to have more students participate in competitions. Additional funding through this grant will help offset the cost of sending more students to competition. Those numbers will expand in future years as students continue in the education and training pathway. Students can prepare and practice their events and projects within their education and training classes as well as before and after school. Scholarship opportunities are also available and will be promoted within some of the national qualifying 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 1 times \$13,000 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 1 times \$3,000 3,000.

**Funding Request**

Pathway 1 13,000

Pathway 2

Pathway 3

Education and training courses 3,000.

**Total grant funds requested** 16,000

**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. Tuition, Fees, and books for teacher pursuing masters degree	10,000
2. Travel, registraion fees and other expenses for student organization(competitions,activities etc..)	3,000
3. Travel and expenses for summer TEA-led Teacher Institute	3,000
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Total grant award requested	

**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.

One teacher will be participate in the program and receive the 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.

As we are a smaller more rural school we have a smaller CTE program. We will not be recruiting or having to go through a selection process. Springtown ISD/SHS has only 1 teacher who is certified to teach the education and training classes; The teacher that is seeking this stipend was very instrumental in the writing of this grant and is very determined to give her students skills needed to be successful in a career that she herself enjoys very much. She chose to be a teacher via alternative certification after having been in the corporate world. This teacher has been employed in the district for the past 11 years and has continually demonstrated her passion for wanting more for her students. She has been actively involved with the student organization and seeks funding for her classes to improve, expand and utilize industry standard equipment.(ie...wanted ipads and app funding so that when they go to our 3 elementary campuses they are able to work with the students on the ipads utilizing the various apps new to them or ones they currently are using in class; real life babies for child development etc..) The local teacher assessment and more recently in our district, T-TESS evaluation has placed this teacher at an "accomplished" level in 75 % of the areas rated. Her "use of technology, meaningful appropriate lessons drawing on real life experiences, content crosses over into other disciplines" were commented noted in these evaluations. Her evaluating administrators noted "she is supportive of all students –not just those in her classes and she encourages students in and out of the classroom by attending other events." The CTE department chair was very supportive of this teacher and is very excited about the possibility of adding the dual credit to their department and more CTE students being able to participate in this field. The district created a(MOU) stating that if the grant/stipend is received the teacher will continue to work in the district for 5 years. If not, full repayment will be expected. This teacher and her family are established in this community and it is felt this will be a wonderful investment for the state and for our students!

**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.

Springtown High School currently participates in a dual credit program with Weatherford College, located in Weatherford, Texas, approximately 18 miles from Springtown. In fact, Springtown High School has made a substantive change this school year to now offer students the opportunity to obtain a full associate's degree on campus. Students must meet the requirements of the Texas Success Initiative before they begin college-level course work. Those requirements, including a pre-assessment activity and assessment testing, can be completed in the spring prior to the semester in which a student will be taking dual credit classes. Upon completion of the dual credit coursework, the credits will immediately be reflected on the students' high school transcripts and can then be sent to Weatherford College for completion of additional postsecondary coursework or transferred to any other college or university. The partnership with Weatherford College is already in place and once notification of the grant has been made, the participating teacher will begin obtaining her Master of Education degree, completing the coursework by the end of the 2019-2020 school year. Weatherford College will then begin accepting these new dual credit classes (EDUC 1301 and EDUC 2301) at the beginning of the 2020-2021 school year from Springtown High School to allow the student to work toward and complete an Associate of Arts in Teaching degree.

**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.

All students in the education and training pathway will be eligible to participate in the dual credit Instructional Practices/Practicum in Education and Training program with Weatherford College. A diverse student population to reflect the current and growing demographics in the state of Texas will be encouraged. This will include encouraging migrant, immigrant and ESL students as well as other students to become bilingual and ESL certified. Beginning in middle school, a recruitment plan will be put in place to promote the education and training pathway, describing the potential teacher shortage in the next 5-10 years and outlining the mentorship program available in high school through the Instructional Practices/Practicum in Education and Training dual credit opportunity featuring small class sizes for a hands-on experience in all dual credit classes. At the district level-funding will be a priority to support these courses-using local and state grant funds these classes will be equipped with what is needed to provide a real world teacher education situation.