



# 2018-2019 Grow Your Own Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

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  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.

701-18-106-106

RFA #  SAS #

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
The students of Moody High School need increased variety and quality of Dual Credit and Certifications available to them prior to graduation.	A highly-effective high school teacher will attend graduate school in pursuit of a master's degree with 18 hours of education courses to serve as teacher of record for Education and Training Pathway courses and Dual Credit in Education for high school students, adding a viable Education CTE Pathway to our program.
Moody ISD needs to recruit and retain high quality teachers to better serve the students of the District and reduce the turnover rate from 38% to state average.	The graduates of the high school Education and Training Pathway and Dual Credit programs in Education will serve as a future pool of potential employees of the District increasing the percentage of teachers living in the District from 17% to 25% within the next ten years. It has been shown that local teachers stay!

**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.

In order to increase the quality and diversity of educators in our small rural district, six to ten students will be recruited and offered a CTE pathway in Education and Instructional Practice courses in high school in Year 1. In order to offer dual credit courses in Education, a highly effective teacher will be supported by grant funding to obtain the necessary Master in Education degree to become teacher of record the courses in Year 3, and also to serve as the FCCLA Chapter sponsor to facilitate participation in the rich experiences offered by this organization. Year 1 of the grant will have a dual focus, first, to allow the identified teacher the resources to begin the master's degree program to serve in this role, and, second, for the high school to begin offering introductory CTE courses leading to Dual Credit in Year 3. The success of the program will be measured by the successful completion of the plan and the number of graduates who benefit from this career pathway.

**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:

1. A highly effective teacher to participate in the grant program will be identified and enrolled in a graduate degree program in Education.
2. The teacher will complete the first 9 hours of graduate work by 12/31/2018.
3. Six to ten students (roughly 3% - 5%) of the high school population) will be enrolled in a class for Principals of Education and Training leading to 1 credit of CTE by the end of the 2018-2019 school year.
3. The current FCCLA chapter will focus its efforts on service to our Elementary students as reading buddies, and on other service projects in our schools. At least three individual FCCLA members will be recruited and will begin working to create projects for competition at the regional FCCLA convention by 12/31/2018.

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

1. The participating teacher will complete the next 9 hours of graduate work by August 1, 2019.
2. Six to ten students (3% - 5% of high school population) will complete one credit hour of CTE credit in Principals of Education and Training by the end of the 2018-2019 school year.
3. FCCLA members and their sponsor will attend and compete in various club and individual projects at the 2019 Regional FCCLA Convention.

**Third-Quarter Benchmark:**

1. The participating teacher will complete the next 6 hours of graduate credit by December 31, 2019.
2. Six to ten students will be enrolled in the Education and Training Pathway with Principles of Education and Training for the second cohort of students, and Human Growth and Development for the first cohort of students in the Education and Training Pathway. Each course will award the students 1 CTE credit for the 2019-2020 school year.

**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.

1. Student enrollment data: Data from the US Department of Labor, Bureau of Labor Statistics, May 2016 State Occupational Employment and Wage Estimates Texas ([https://www.bis.gov/oes/2016/oes\\_tx\\_htm#25-0000](https://www.bis.gov/oes/2016/oes_tx_htm#25-0000)) indicates that roughly 3% of all Texas employees are teachers. If at least 3% of our high school students were involved in the grant program by choosing the Education and Training Pathway to prepare them for a bachelor's degree in Education, we would expect six students to participate. Our evaluation of this aspect of the program is based on the benchmarks described above regarding the number of participating students and their successful completion of the Education and Training Pathway for CTE credits. Extending the program past the grant period, we expect an annual rate of graduates from the program of at least 3% each year after 4 years of the program being in place.
2. The evaluation of the teacher-participant in the grant will be based on her ability to stay on-time in the graduate degree plan, and its completion it by the end of grant funding. This teacher will be under an MOU to work for our District for three school years past the duration of the grant, and she will be able to sustain the benefits of the grant into the future. The number of students in the program will be maintained through active recruiting efforts by both the Moody Middle School and the Moody High School counselors. Prospective students will be identified through the use of an interest inventory administered to 8th grade students. These students will be encouraged to participate as freshmen in the Education and Training Pathway.
3. Long-term evaluation:/Local teacher percentages: Only ten (17%) of our 59 full-time teachers live within the Moody school district. With the high school training that would be facilitated through this grant and the long-term plan to graduate 3% of students from this program each year, we hope that some of our graduates would come back to our District to work as teachers, thereby increasing this number and enhancing our District by being able to hire local citizens to educate its students.

**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.

The teacher-participant benefiting from grant funding will also implement the Education and Training Pathway for CTE Credit. The teacher is also the existing FCCLA sponsor at Moody High School. With the advantage of already having the proper certification for all courses in the Education and Training Pathway, this teacher will be highly effective in implementing these CTE courses for our future educators in the first two years of the grant funding. The plan is for the first cohort of students for the Education and Training Pathway to be recruited among all students coming into grades 9 - 12 for the 2018-2019 school year. These students will be enrolled in the first course of the Pathway, Principals of Education and Training. They will obtain one credit-hour for this course at the end of the 2018-2019 school year. These students will continue in the 2019-2020 school year with the second course, Human Growth and Development. The teacher-participant presently holds certification in Family and Consumer Sciences and is qualified to teach this course. The students will continue the pathway in 2020-2021 with two-hours each of CTE credit in Instructional Practice in Education and Training, and in 2021-2022 with the Practicum in Education and Training. The freshman students in the first cohort of students in the Education and Training Pathway will be able to complete all four courses in the pathway.

Each year, new freshman students will be recruited into the Education and Training Pathway, and potentially, upperclassmen could join the cohort with the understanding that they will not be able to complete all of the required courses. Once established, this Pathway will lead our students to become interested in completing their degrees in Education with the hope that they will come back to Moody ISD as teachers.

Our present FCCLA chapter is sponsored by the teacher-participant in this grant. The students in the chapter are very active in their ongoing program to serve our elementary students as reading buddies. This program has been very effective for supporting our younger students who are majority at-risk and high poverty. They look forward to their weekly visit from their high school buddy who takes an interest in their learning to read. Our FCCLA students are active in their regional competitions, and have sent some representatives to state competition. The grant funding will provide these students with the rich experiences that the FCCLA organization offers as they travel to the regional and state conventions.

This year, Moody High School has increased the number of CTE pathways offered to our students, and it is very supportive of adding the Education and Training Pathway to its students. In addition, Moody High School is increasing its offerings of dual-credit courses to our students with the plan to expand these opportunities so that qualified students can graduate high school with an associate's degree from McLennan Community College. The high school administration has been in active negotiations with the IHE in order to facilitate this process. With the addition of the teacher-participant having a MEd degree in two years, this program will become a viable path for our students who wish to become educators with the addition of a dual-credit offering of the introductory Education course during their senior year of high school.

We are very hopeful that this grant will have the desired effect of allowing our students to complete many of the requirements for a bachelor's degree in education upon graduation from high school. We are also hopeful that these students will strongly consider returning home to Moody ISD for their employment as teachers.

**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. Tarleton State University Waco graduate tuition and fees (30 semester hours @ \$333.33/hour)	10,000
2. Curriculum materials to implement Education and Training CTE courses	1,500
3. Supplies for Education and Training Courses + FCCLA	1,500
4. Travel to TEA-led Teacher Institute (teacher-participant, principal, counselor)	1,000
5. Technology	2,000
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Total grant award requested	16,000

**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.

One teacher will participate in the grant 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.

In our District, we have one currently employed teacher who is certified to teach all courses in the Education and Training CTE Pathway. This teacher is also the sponsor of our existing FCCLA chapter. She is the natural choice to participate in the Grow Your Own Grant, and an excellent one as well. This teacher is highly-rated in T-TESS, has led students in FCCLA to state competition, coaches UIL Tennis, and One-Act Play. Although this teacher is the only one qualified to participate in the Grow Your Own Grant, we are lucky to have such a qualified individual on the faculty.

The proposed teacher satisfies all indicators of the teacher participant. She is certified in Family and Consumer Science, English Language Arts, and Physical Education. She has led students in Culinary Arts experiences including the high school "Chopped Challenge" event where teams of students were given baskets of ingredients and challenged to create the perfect breakfast burrito. This event was filmed and placed live on social media sites and on the District website. In addition, it was featured on a local news channel. She is in her third year as One-Act Play director. Her students compete very well in UIL events in this area. As FCCLA sponsor, one of her goals is to inspire high school students to pursue a degree in Education. She is the perfect participant for this grant.

We are asking this teacher to submit a letter of intent to participate in the grant and to fulfill its requirements. In addition to the letter, we are asking for submission of two letters of recommendation from her choice of administrators and peers.

The Memorandum of Understanding that the teacher participant in the grant will be asked to sign contains five elements. The teacher will:

1. Agree to complete the Master's degree program in Education by the beginning of the 2020-2021 school year.

2. Continue to sponsor the FCCLA Chapter at Moody High School and lead them in competitions at regional and state conventions.
3. Teach the Education and Training Pathway CTE courses beginning in the 2018-2019 school year.
4. Remain as a teacher in Moody ISD for an additional three years past the duration of the grant. If the teacher is unable to fulfill this requirement, the District will require a pro-rated payback of the teacher stipend for the degree work.
5. Work along with District administration to create a partnership with a local IHE that will allow Moody High School students to be granted Dual Credit on successful completion of coursework in undergraduate level Education courses.

**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.

The teacher participant from Moody ISD will be enrolling in the Master of Education in Curriculum and Instruction through Tarleton University Waco which is housed in the University Center at McLennan Community College (MCC). In so doing, she will have the necessary contacts with the Department of Education at MCC. The students at Moody High School presently receive dual credit through McLennan Community College and those dual credits transfer to the four-year program through Tarleton University Waco. These existing programs are the most likely path to dual credit that is available to our student participants.

The plan is for Moody High School students to obtain as many of the introductory hours through MCC in the eight existing paths to an Education certification as possible while in high school. After receiving her master's degree, the teacher participant will be qualified to teach the introductory Education 1301 course required of college freshmen in the Interdisciplinary Studies with Education Certification degree through the Tarleton program, but they will apply for dual credit through MCC. We have contacted MCC and are presently speaking to them regarding this possibility. We will have a dual credit partnership in place with them by the end of the 2019-2020 school year. These dual credits will transfer to the Tarleton program when the students are accepted into the four-year degree plan leading to teacher certification.

**Student Recruitment:** Applicant must articulate how they plan to recruit students to participate in the Education and Training course pathway.

- 1 The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- 2 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.

In a 2012 research article, the factors found to be most important to prospective teachers in the US were the perception of ability to do the job, intrinsic motivations, the desire to make a difference in society and prior positive teaching and learning experiences (Watt, H., Richardson, P., Klusmann, U., Kunter, M., Beyer, B., Trautwein, U., & Baumert, J., 2012. Motivations for choosing teaching as a career: An international comparison using the Fit-Choice scale, *Teaching and Teacher Education*. 28: 791-805). These factors affecting teacher recruitment are nurtured by student participation in FCCLA. Our chapter has a service project that pairs high school students acting as reading buddies to our at-risk elementary students. This activity serves as their introduction to some of the factors identified in the research article. This service project can be pivotal in a student's experience to not only introduce them to the positive experiences of teaching, but also to the intrinsic and social factors that benefit high school students who serve others.

In addition to this activity, FCCLA students will have rich experiences as they compete in regional and state contests through this organization. These experiences plus the opportunity to receive significant dual credits while in high school, leading to a career in education can be an excellent motivation to choose this career path and persist toward its completion. The District is making the financial commitment to allow our students the opportunity to complete dual credit courses free to the student and their families. The District's long-term plan is to have many of our students earn an associate's degree in various disciplines while in high school. Although it is not possible to complete this four-year degree program while the student is in high school, the fact that the first two years of their chosen degree program could be completed while the coursework is paid by the District is a huge motivator for our students.

Recruiting our freshmen students to choose career paths begins in the Moody Middle School. The 8<sup>th</sup> grade class in 2018-2019 will be enrolled in a course to prepare them for college entrance exams and to give them career path instruction prior to their transition to high school. Candidates for the Education and Training Pathway and dual credit leading to a degree and teacher certification may be identified in this setting using an interest inventory and PSAT scores linked to career pathways. Our school counselors are very effective in using student data to recommend and recruit students for career and technical paths that will suit their needs. The high school students trust them and listen to their suggestions. Our high school counselor has been instrumental in supporting our high poverty (70%) and at risk (55%) student population in attaining their educational and career goals including a very high rate of graduation (94%). Recruiting students for this career path will not be open only to those students in specific performance quartiles, nor will it be closed to those students who do not "fit the mold." We will plan a rigorous and relevant course of study for the students, and those who meet the challenges will succeed in the program. Moody High school students are only limited by their level of desire and willingness to work.