



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

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 **Trina Persson** CDN or Vendor ID **170908** ESC # **6** Campus # [] DUNS # **072797676**
 Address **21580 Loop 494** City **New Caney** ZIP **77357** Phone **281-577-8600**
 Primary Contact **Trina Persson** Email **tpersson@newcaneyisd.org**
 Secondary Contact **Brande Bass** Email **bbass@newcaneyisd.org**

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 **Brande Bass/Dir. Federal Pro** Signature *Brande Bass* Date **03/07/2018**

Grant Writer Name **Trina Persson** Signature *Trina Persson* Date **03/07/2018**

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

701-18-106-107

RFA # **701-18-106** SAS # **277-18**

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
Increased number of qualified , bilingual teachers	NCISD will target dual language/bilingual students for the Ready, Set, Teach Program in both of our high schools to more closely mirror our growing bilingual population. We will also recruit bilingual/ ELL paraprofessionals and long-term subs to participate in the grant program to complete their degrees.
Increased number of qualified special education teachers	NCISD will target students for the Ready, Set, Teach program that have a specific interest in working with special needs children. We will also strive for more internships in SPED classrooms. Additionally, we will recruit paraprofessionals with an interest in working with special needs students.
Retention of teachers in high need areas	NCISD will create an MOU solidifying a position within the district for a minimum of three years upon completion of the grant requirements. Throughout coursework, internship and MOU period, check-in benchmarks will be established and a mentor will be assigned for the first year of teaching.

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.

To increase teacher recruitment and retention by May 2020 so that annually all sections in high need areas such as bilingual and special education are filled with effective teachers for the duration of the school year. These needs are due to a staff intensive dual language program and special education programs that continue to grow and evolve based on our identification as the fourth fastest growing district in Texas.

Critical Success Factor #7 - Increase Teacher Quality - Teacher quality focuses on the need to recruit and retain effective 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:

Progress Measure Checkpoint - Check to assure that candidates are on target for completion of the semester and to meet grant requirements by May 2020 (includes but not limited to completion of hours, completion of any certification exams, etc.) Grant Participant Checklist and Support Survey will be sent to each candidate by the Director of Recruitment and Retention at each quarterly benchmark. This checklist will require candidates to complete questionnaire detailing info noted above in Progress Measure Checkpoint. Additionally, a Support Survey will be sent to all candidates to ensure that their needs are addressed while participating in the grant.

Campus Performance Evaluations will also be collected where applicable to ensure that candidate is effectively working with students during coursework period and internship.

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

Progress Measure Checkpoint - Check to assure that candidates are on target for completion of the semester and to meet grant requirements by May 2020 (includes but not limited to completion of hours, completion of any certification exams, etc.) Grant Participant Checklist and Support Survey will be sent to each candidate by the Director of Recruitment and Retention at each quarterly benchmark. This checklist will require candidates to complete questionnaire detailing info noted above in Progress Measure Checkpoint. Additionally, a Support Survey will be sent to all candidates to ensure that their needs are addressed while participating in the grant. Campus Performance Evaluations will also be collected where applicable to ensure that candidate is effectively working with students during coursework period and internship. Ready, Set, Teach Program enrollment will also be monitored, as well as any regional and state qualification status.

Third-Quarter Benchmark:

Progress Measure Checkpoint - Check to assure that candidates are on target for completion of the semester and to meet grant requirements by May 2020 (includes but not limited to completion of hours, completion of any certification exams, etc.) Grant Participant Checklist and Support Survey will be sent to each candidate by the Director of Recruitment and Retention at each quarterly benchmark. This checklist will require candidates to complete questionnaire detailing info noted above in Progress Measure Checkpoint. Additionally, a Support Survey will be sent to all candidates to ensure that their needs are addressed as they move forward with their career in NCISD. Performance Evaluations will also be collected where applicable to ensure that candidate is effectively working with students during coursework period and internship. Ready, Set, Teach Program enrollment will also be monitored, as well as any regional and state qualification status. Monitoring of the number of students pursuing an education degree from Ready, Set, Teach will also be completed.

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.

The project evaluation data to determine when and how to modify our program would be based on feedback from a variety of sources we obtain from our benchmarks. Administrator evaluations will be collected to show reinforcements and refinements for the candidate. If we have a candidate that is performing below expectations, we will refer to the guidelines established in the MOU. Any candidate not on track for fulfilling the progress measure grant requirements at the end of each benchmark period will be subject to the guidelines set forth in the district MOU. It is imperative for sustainability purposes that candidates stay on track, as the grant period has a two year timeline.

Special consideration will be made from the benchmark surveys, as support for new teachers is a paramount area of concern for novice teachers and the district. Our needs assessment shows that the majority of teachers leave our district within the first three years. However, exit surveys do not target specific reasons. Our support surveys will have particular sections that focus on professional development to ensure that the candidates feel that they are receiving adequate professional development during their coursework. This targeted professional development should be made available to paraprofessionals to effectively do their job and feel better prepared as they become a teacher in their own classroom. Additionally, our instructional coaches at each campus could provide support for paras in lesson delivery, pedagogy and emotional resilience. Should we find that there is an issue of support, based on survey results, the Director of Recruitment and Retention will work in collaboration with the Director of Bilingual and ELL and the Special Education Program Coordinator to ensure that all candidates have additional support as they continue in the program.

Additionally, the Director of Recruitment and Retention will work with the Ready, Set, Teach Instructors at both high schools to ensure that recruitment efforts at the high school level is reevaluated at the end of each school year.

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 implementation of the Ready, Set, Teach Program will serve students at both Porter and New Caney High School. Students will take their courses in the following sequence:

- Freshman Year: Principles of Education and Training
- Sophomore Year: Human Growth and Development
- Junior Year: Instructional Practices
- Senior Year: Practicum in Education and Training

Assignments for students in internships with local elementary campuses will be based on school feeder zones that lend themselves to close proximity to travel for high school students. Our Ready, Set, Teach Program will provide a handbook to all mentors detailing the expectations for those interns that will be assisting in their classroom. This handbook will provide important information such as:

Expectations for student interns:

- first year interns will spend four days a week (for one hour, unless volunteering before school hours) with the mentor teacher and one day at their home school
- first year interns must complete a bulletin board, interview one member of the faculty, prepare a lesson plan and teach one lesson in the classroom
- second year interns will spend five days a week (for one hour, unless volunteering before school hours) with the mentor teacher with the exception of every other Friday
- second year interns must complete all expectations as first year interns and teach two lessons in the classroom

Additionally, the handbook will outline the responsibilities of the Ready, Set, Teach Instructor and the Mentor Teacher and include a confidentiality agreement.

Instructors and students will take part in the TAFE organization. Students will compete in both regional and state competitions. Teachers will attend the summer TAFE conference to obtain the latest instructional practices for their program.

There will be special focus on recruiting bilingual students and those interested in working with our special needs programs. This will help in better mirroring our student population and in staffing those special programs that continue to grow as a result of our increasing enrollment.

A survey for our Ready, Set, Teach Students will be conducted annually to analyze needs for support.

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. CTSO Travel and Registration Fees	4,500
2. Seven Participants pursuing B.A.	74,500
3. Three Participants pursuing Certification through EPP	14,000
4. Participant Certification Exams	5,000
5. CTSO Consumable Supplies and Instructional Materials	1,500
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Total grant award requested 99,500

**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.

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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.

The teacher recruitment and selection plan for the Grow Your Own Grant will include several different areas of criteria. A Selection Committee will be established that will include representation from the Curriculum and Instruction, Special Education and Bilingual Department. Additionally, campus representation such as teacher working daily with an instructional para and campus administration will also be included, along with the Director of Recruitment and Retention. A selection rubric will be established based on the following criteria: academic standing as related to obtaining bachelor's degree and/or teacher certification, evaluation ratings, recommendations from campus administration and teachers, essay, interview, experience in the education field, and history of absences and dependability. As the candidates chosen will be teachers in our district, we feel that a well - established criteria is important to the sustainability of this grant and our focus on retaining effective teachers.

NCISD has chosen bilingual education and special education as our hard-to-staff areas for the Grow Your Own Grant. With a LEP population representing 28.88% (4,379) students currently being served in NCISD, it is imperative that our teacher recruitment mirror this portion of our student body. Additionally, the nature and design of a dual language program at all eleven elementary campuses is staff intensive, requiring more bilingual staff across the district. As the fourth fastest growing district in Texas with numerous special education programs outside the standard designs of resource, co-teach and in-class support, NCISD struggles to staff not only those traditional SPED programs, but programs such as Applied Skills, PPCD, PACES/PASS (behavioral needs), Intense Needs and RISE (structured classroom). Combined, our special education population represents 8.4% (1,274) students.

The MOU will include a set of requirements that will ensure collaboration between the district and the teacher candidate. The MOU will include: goals, guidelines for entry and exit of the program, agreement to stay in district a minimum of three years in their specific certification area, GPA minimum throughout program, procedures of failed/dropped courses (including tuition obligations), failed/passed certification exams, description of tuition payments as well as NCISD and candidate responsibilities.