



**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  
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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.

701-18-106-119

**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
Need to recruit more students to the SRSU Teacher Education Program	If this grant is awarded, it would be a powerful recruiting tool. It would be a real incentive to teacher candidates to have a year of clinical teaching and a stipend. Also, by offering the Education and Training course at the collaborating school districts (Ft. Davis ISD and Marathon ISD), more high school students may be interested in enrolling at SRSU and pursuing education.
Need to increase teacher quality in the SRSU Teacher Education Program	If this grant is awarded, it would allow teacher candidates to have an entire year of clinical teaching rather than our current 14 weeks program. Furthermore, the university supervisor support and cooperating teacher support would be much more extensive.
Need to provide highly qualified teachers for our local, rural school districts that are experiencing a shortage in qualified teachers	If this grant is awarded, the SRSU Teacher Education Program will reach out to the local, rural school districts to identify their shortage areas. Then, SRSU would work with the school districts to place teacher candidates from our Teacher Education Program.

**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.

Five SRSU teacher candidates will complete one year of clinical teaching in a small, rural school district, and the teacher candidates will earn their teaching certifications by the end of 2019.

**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:

By the end of the first-quarter, the cooperating teacher will have completed two classroom observation reports, and the university supervisor will have completed at least two observation reports. The clinical teaching students will complete a weekly reflection journal. Referring to those documents, the clinical student teacher, cooperating teacher and university supervisor will meet at the end of the first-quarter to identify strengths and areas for growth for the next benchmark.

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark:**

By the end of the second quarter, the university supervisor will have completed a minimum of five classroom observation reports, and the cooperating teacher will have completed a minimum of three classroom observation reports. The clinical student teacher will have a minimum of 14 reflective journal entries. The SRSU Office of Instructional Technology will have filmed one lesson presented by the clinical student teacher, as well. The clinical student teacher, the cooperating teacher, and the university supervisor will meet to critique the filmed lesson using the T-TESS Observation form adapted by SRSU for clinical teacher observations. They will also review evidence and rate the clinical teacher on his/her growth plan that was established during the first benchmark. Goals for the third quarter benchmark will be set that will include the clinical teacher's performance on the Certify Teacher Pedagogy and Professional Responsibilities practice test.

**Third-Quarter Benchmark:**

At the end of the third quarter, the university supervisor will have completed a minimum of seven classroom observation reports, and the cooperating teacher will have completed a minimum of five classroom observation reports. The clinical student teacher will have a minimum of 23 reflective journal entries. The SRSU Office of Instructional Technology will have filmed two lessons presented by the clinical student teacher. The clinical student teacher, the cooperating teacher, and the university supervisor will critique the second filmed lesson using the T-TESS Observation form adapted by SRSU for clinical teaching observations. They will also review evidence including the Certify Teacher score report and develop a growth plan for the rest of the 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.

Each of the benchmark meetings with the clinical student teacher, the cooperating teacher, and the university supervisor will provide an opportunity to monitor the clinical student teacher's growth and development. If the university supervisor's T-TESS observation reports do not show growth and development over time, the clinical student teacher may be given additional readings or provided focused professional development opportunities in the domains of greatest need. The clinical student teacher also may be given directed to visit other classrooms to see modeling of instructional strategies that were identified as growth areas for the clinical student teacher.

**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 Education and Training Courses and the CTSO Chapter in the LEA high schools is a long-term approach to the needs identified in our needs assessment. By offering education courses in the high school, students will be encouraged to think more about a career in education. If that interest in education is kindled at the high school level, the SRSU Teacher Education Program will have more potential students to recruit.

The implementation plan would be that the clinical student teacher would take primary responsibility for offering the Education and Training Course and sponsoring or helping to sponsor the CTSO chapter. Since the clinical student teachers are taking coursework in post-baccalaureate courses in education, they would have the current knowledge and understandings to offer the Education and Training Course. Teacher candidates also need experience leading extra-curricular activities, so sponsoring the CTSO chapter would be a great opportunity for them as well.

Forty-nine percent of students in the SRSU post-baccalaureate program are Hispanic, and the Hispanic student population in our participating school districts is high, too. The Ft. Davis ISD student population is 63% Hispanic, and the Marathon ISD student population is 66% Hispanic. The SRSU teacher candidates would serve as excellent models for those student populations.

**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 5 times \$22,000 110,000

**Education/Training Courses and Related CTSO Participation and Events**

Number of high schools 2 times \$3,000 6,000

**Funding Request**

Pathway 1    
 Pathway 2    
 Pathway 3 110,000  
 Education and training courses    
**Total grant funds requested** 116,000

**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.	Indirect Costs \$17,400	17,400
2.	Stipend for 5 teacher candidates ( \$15,000 each ) \$75,000	75,000
3.	University supervisor (10 visits for each teacher candidate) \$5,000	5,000
4.	Tuition for clinical teaching for one year (5 teacher candidates) \$8,600	8,600
5.	Cost of Pedagogy and Professional Responsibility exam for teacher candidates (\$135 each) \$675	675
6.	Cost of TExES exam for teacher candidates (\$135 each) \$675	675
7.	Education & Training Course and CTSO events (\$3,000 per LEA: Ft. Davis & Marathon ISD ) \$6,000	6,000
8.	Video costs for lesson filming (2 per teacher candidate for total of 10 films) \$ 2650	2,650
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Total grant award requested 116,000

**Grow Your Own Grant  
Pathway 3 Grow Your Own Program Attachment**

**Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment**

**Program Participants:** Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

Proposal is for 5 teacher candidates from the Teacher Education Program at SRSU.

**Teacher Recruitment and Selection Process:** Applicant must articulate how they plan to recruit and select high potential teacher candidates to participate in the program and receive the grant stipend.

- The plan must address their process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district.
- 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 teacher candidate commits to return to the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

**Process for Identifying Teacher Candidate Participants**

The SRSU Education Department sent an email description of the Pathway 3 opportunity to all students who are currently enrolled in the teacher education program and who have not done their clinical teaching. All students currently enrolled in the SRSU teacher educator program received information about the local, rural school districts and the identified teacher shortages. SRSU students who were interested in teaching in the local region were asked to contact the Education Department.

**Recruitment Strategy to Address Hard-to-Staff Areas and Teacher Diversity**

The SRSU Education Department reached out to 11 small, rural school districts to see if they would like to collaborate on this grant. Of the 11, two district superintendents responded and identified content areas that were hard to staff in their district. The two districts with expressed interest are Ft. Davis ISD with a student population that is 63% Hispanic and Marathon ISD with a student population that is 66% Hispanic. The economically disadvantaged student percentage for Ft. Davis is 54% and for Marathon is 87%. Sul Ross State University also serves low-income and minority students from 19 counties. The current post-baccalaureate student population is 49% Hispanic.

**Description of Memorandum of Understanding Between Teacher Candidate and LEA**

The MOU between the participating school district and the SRSU teacher candidate outlines the roles and responsibilities for the Year-Long Clinical Teaching Assignment. The school district agrees to 1) place a teacher candidate in a teaching assignment (subject/grade) for the 2018-2019 academic year; 2) offer an Education and Training Course at the high school; 3) establish or continue a chapter of CTSO (TAFE or FCCCLA) with designated activities; 4) provide a cooperating teacher from the school district faculty for the SRSU clinical teacher; and 5) offer employment to the teacher candidate for the following year pending successful observation reports, clear certification, and vacancies.

The teacher candidates agree to 1) pass the TExES exam for the content areas of their assignments prior to teaching; 2) teach at the school for the entire academic year 2018-2019; 3) pass the PPR exam as a requirement for certification; 3) teach the Education and Training Course; 4) be the sponsor for the CTSO chapter; and 5) accept employment for the following year, if offered.

**IHE/EPP and LEA Partnership:** Applicant must describe the quality of the partnership between the IHE/EPP and LEA.

- The plan must include a description of the quality of the IHE/EPP program.
- The plan must also include a description of the IHE program structures, including: curriculum, supervision and feedback structures, and field supervisor to teacher candidate ratio.
- The plan must also include a description of the MOU between the IHE/EPP and LEA.

### **Description of the Quality of the IHE Program**

Sul Ross State University offers a quality teacher education program as evidenced by the Test Pass Rates for the Completion Year 2017 (see appendix). Our overall pass rate was 87%. The disaggregated data indicate that we are effectively serving our diverse student population, too, with African American students scoring 100% and Hispanic students scoring 81%.

The courses are rigorous and reflect current issues and trends in education. Many of the courses offered for the teacher certificate program are taught by professors with terminal degrees. In fact, 67% of the faculty teaching the core courses have terminal degrees.

The SRSU Clinical Teaching practicum offers a high quality experience for students, as well. The university supervisors participate each semester in professional development to assure consistency in the assessment of the clinical student teachers. During the summer of 2017, all of the university supervisors took the T-TESS training offered by Region 18, and the university supervisor observation report was updated in 2017 to be aligned with the T-TESS process (see appendix). All cooperating teachers also participate in an online training to assure that they are providing a high quality experience for the clinical teachers, as well. During university supervisor visits, a conference is held with the clinical student teacher, university supervisor, and the cooperating teacher to assure that the clinical teacher is receiving coordinated guidance.

### **Description of the IHE Program Structure**

The Teacher Education Program admission requirements are rigorous to assure the best candidates for the teaching profession. Students must have a 2.75 GPA or higher with all grades in the content area course a C or better. All applicants must submit three letters or reference, and then a candidate interview is scheduled. Once admitted to the program, students begin at least 30 hours of classroom observations. Requirements for the field experience are outlined in the Post-Baccalaureate Initial Certification Program handbook, Appendix C.

There are six core courses plus the clinical teaching that all students pursuing teacher certification must take. These include:

ED 5305	Technology in the Educational Setting
ED 5310	Organization and Structure of Public School Curriculum
ED 5361	Teaching Diverse Learners
ED 5360	Professional Roles and Responsibilities
ED 5322	Behavior Management
ED 6313	Teaching Reading in the Content Areas
ED 5627	Clinical Teaching in the Public Schools

At the end of the 14 weeks of clinical teaching, the teacher candidates are surveyed about their experiences. Based on the 2016-2017 survey data, ninety percent of the teacher candidates reported that their school cooperating teacher was extremely helpful and 10% reported that the school cooperating teacher was helpful. Seventy-five percent of the teacher candidates reported that their university supervisor was

extremely helpful and fifteen percent reported that their university supervisor was very helpful, with ten percent reporting somewhat helpful. The current university supervisor to teacher candidate ratio is 1:3.6.

**Description of MOU between the IHE/EPP and LEA.**

The MOU between the participating school districts and Sul Ross State University outlines the roles and responsibilities for the Year-Long Clinical Teaching Assignment. The school districts agree to 1) place a teacher candidate in a teaching assignment (subject/grade) for the 2018-2019 academic year; 2) offer an Education and Training Course at the high school; 3) establish or continue a chapter of CTSO (TAFE or FCCLA) with designated activities; and 4) provide a cooperating teacher from the school district faculty for the SRSU clinical teacher.

The IHE agrees to 1) write and submit the grant; provide university supervisors who will make a total of 10 observations during the academic year; 3) administer the grant budget allocating up to \$3,000 to each LEA for the expenses of the Education and Training Course and the CTSO chapter; and 4) complete the grant evaluation (in consultation with the LEAs).