



2020-2022 GROW YOUR OWN GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 15, 2019

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 86th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

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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GRANTS ADMINISTRATION

Grant period from

February 1, 2020 to June 30, 2022

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Hardin-Jefferson ISD** CDN **100905** Vendor ID **74-6002329** ESC **5** DUNS **081500233**
Address **520 W. Herring** City **Sour Lake** ZIP **77659** Phone **4099816400**
Primary Contact **Brad McEachern** Email **bradmceachern@hjsd.net** Phone **4099816400**
Secondary Contact **Dru Mushlian** Email **drumushlian@hjsd.net** Phone **4099816400**

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, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Brad McEachern** Title **Superintendent**

Email **bradmceachern@hjsd.net** Phone **4099816400**

Signature  Date **11/13/2019**

Grant Writer Name **Brad McEachern** Signature  Date **11/13/2019**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # **701-18-106** SAS # **277-20**

2020-2022 Grown Your Own Grant Program, Cycle 3

Page 1 of 10

2020-080687

701-18-106-044

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

☐ The LEA or ESC 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.

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
Decreased enrollment in Education majors and Teacher prep coursed in Texas	Recruit high school students to the profession through funding of education and training courses offered at the high school level.
Shortage of applicants for teaching positions in rural community as well as proximity to larger districts competitive pay.	Transition paras, aides, and long-term substitutes to full-time certified positions.
Shortage of teachers	Transition degreed paras, aides, long-term substitutes to full-time certified positions.

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.

By May 2021 Hardin-Jefferson ISD will have:

- At minimum 15 students enrolled in an Advanced Teacher prep course
- 4 para/aides/long-term substitutes pursuing BS Degree and Full-Time Certifications
- 4 degreed para/aides/long-term substitutes pursuing Full-Time Certifications through alternative certification programs

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

Part 1

- Confirm qualified teacher for High School Teacher Prep course
- Enroll a minimum of 15 students in High School Teacher Prep course
- Boost membership of current TAFE organization

Part 2

- Confirm paras/aides/long-term substitutes are enrolled in 12 hours toward a BS in education

Part 3

- Confirm degreed paras/aides/long-term substitutes are enrolled in alternative education program

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

1. Courses for Education and Teacher Prep courses are implemented and maintained at high school level with minimum of 15 students.
2. Retrieve data from students in prep courses on knowledge gained.
3. Increased membership in TAFE organization
4. Paras/aides/long-terms substitutes are enrolled in university education programs for teacher preparation working toward teaching certificate and providing documentation to Assistant Superintendent.

Third-Quarter Benchmark

1. Teacher of Education and Teacher Prep course provide data for student achievement and retention in high school courses.
2. Students enrolling in advanced Education and Teacher Prep courses after completion of beginning courses.
3. Students will take a post-assessment/end of course to measure success and knowledge.
4. High school student enrollment for Education and Teacher Prep course will increase by 15 students.
5. Paras/aides/long-terms substitutes are actively pursuing education program for teacher preparation programs and working toward teaching certificate and providing documentation to Assistant Superintendent.

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 district will use student and teacher assessments to evaluate courses, determine effectiveness, and measure growth. If data indicates lack of interest or progress, the district will look at instructional change and new strategies.

Each participant (paras/aide/long-term substitute) will be required to be mentored and evaluated at the midpoint of each benchmark. At each evaluation the Assistant Superintendent will monitor progress and determine if the participant needs to develop a plan to ensure success. This plan can include extra observations, mentor planning, and extra time for coursework.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
- ☒ The LEA will commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA or partner LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, and shall provide to
- ☒ TEA, as per deadlines listed on page 26 of the Program Guidelines, quarterly reports on progress towards SMART goals and performance measures as well as candidate information and survey responses to TEA.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by May 15, 2020.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program. A budget amendment must be filed within 7 days if requested by TEA.
- ☒ Applicants agree to amend the number of candidates as requested by TEA on the basis of necessity and data.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, with the teachers receiving the stipend as teachers of record for both or either courses.
- ☐ Participants receiving the \$10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2021-2022 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.
- ☒ The LEA will not collect tuition or fees from students as per the program guidelines.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates for class attendance and course completion.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2022-2023 year.
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees no later than May 15, 2020.
- ☒ All Pathway 2 (a) certification-only candidates will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
- ☒ All Pathway 2 (b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within 2 years and serve as a teacher of record in the LEA by the 2022-2023 school year.

PATHWAY 3- The applicant assures the following:

- ☐ The EPP will provide Pathway 3(a) candidates with a residency of one academic year, in-person and on-site coaching and evaluation, at least six on-site observation and feedback cycles per semester and at least two observations of a full lesson per semester.
- ☐ The EPP will provide candidates with teacher certification, evidence-based coursework, and an opportunity to practice and be evaluated in a school setting.
- ☐ The EPP will provide Pathway 3(b) candidates with training that is at least 4 weeks long, in-person and on-site coaching and evaluation, at least four face-to-face observation and feedback cycles, 12 instructional days with 1 hour of instruction per day, 150 professional development hours, and 30 hours of field-based experience.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed, for which the LEA will allow release time.
- ☐ Candidates will complete the clinical year or pre-service training within the named partner LEA(s), which will in turn agree to hire candidates upon satisfactory program completion.

Statutory/Program Requirements

PROGRAM REQUIREMENT 1: Describe the sustainability plan for the Grow Your Own Program beyond the timeline of grant funding. This plan should address how a high-quality program will be maintained, including clear action steps beginning in the first year of grant funding and a demonstrated ability to leverage and coordinate resources that increase your capacity to strengthen the local educator pipeline and make progress on sustainability. This may include the use of other local, state and/or federal resources. Consider also how the Grow Your Own Program may be integrated into, be supported by, and provide support for existing LEA or EPP initiatives and/or priorities.

1. High school students enrolled in Education and Teacher Prep courses will be assigned as a teacher's aide/assistant with qualified and successful teachers.
2. Continue recruiting paras and aides through our substitute training program.
3. Continue to transition paras/aides/long-term substitutes for certified positions.
4. Continue to hire degreed individuals under DOI designation, and transition to fully certified with alternative teacher certification programs (Region 4 Educational Service Center, Region 5 Educational Service Center, iTeach Texas, and Texas Teachers)

PROGRAM REQUIREMENT 2: Describe the plan to recruit participants/candidates who are interested and eligible in participating in the program and receiving stipends. The plan must incorporate research-based best practices in equitable recruitment and address the process for identifying individuals with potential indicators including a demonstrated track record of success and/or achievement, involvement in student organizations and/or school activities, a desire and commitment to teach long term in the LEA and/or region, strong evaluation ratings (if applicable) and strong relationships with students. The plan must also include strategies to recruit diverse individuals representative of the LEA student population.

1. Student surveys to determine career paths and interests.
2. Student surveys to determine teachers in the district that have had the biggest impact on student's success.
3. Using student data, the district will seek teacher prep course candidates. Qualifications will include a minimum of 5 years in the classroom, strong T-Tess evaluations, and strong community and student engagement.
4. Planning meeting will be held at campuses to promote courses and recruit mentors for students and participants.

Statutory/Program Requirements**PROGRAM REQUIREMENT 2 CONTINUED:**

PROGRAM REQUIREMENT 3: Describe how the LEA will equitably select quality, diverse candidates from the pool of eligible candidates who will participate in the program and receive stipends. Include the use of any interview questions, assessment of persistence, recommendations, rubrics, consideration of hard-to-staff areas, or other tools using research-based, equitable best practices.

1. The district will make applications available to all paras/aide/long-term substitutes who have at least 40 college hours.
2. Survey ALL staff to determine qualified candidates.
3. District administration will seek references and evaluations from campus administration.

Statutory/Program Requirements

PROGRAM REQUIREMENT 4: Describe how the LEA will support participants and candidates that receive stipends in fulfilling responsibilities, persisting in the program, and excelling in their role. Name specific supports for potential career pathways, resource supports, and personnel supports.

1. The district will assist participants in enrolling in university coursework and alternative teaching certification programs.
2. The district will allow additional professional development days for mentor planning and coursework.
3. The district will allow participants to have a flexible class schedule to accommodate coursework.
4. The district will provide a mentor in intended field.

PROGRAM REQUIREMENT 5: Describe the MOU in which (1) participants/candidates commit to remain in the LEA for an agree upon length of time as a condition of receiving the stipend and (2) the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

The district will write a MOU stating that participants agree to stay employed with the district through the duration of the grant and a minimum of one year following the completion of the teacher certification process.

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 Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE☒ Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit	1	X \$5,500 =	5,500
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	0	X \$11,000 =	0
Number of high schools <u>with</u> existing Education and Training courses in 2019-2020	0	X \$8,000 =	0
Number of high schools <u>without</u> existing Education and Training courses in 2019-2020	1	X \$10,000 =	10,000
Number of high schools offering <u>dual credit</u> Education and Training courses in 2020-2022	0	X \$10,000 =	0
Total Request for Pathway 1			15,500

PATHWAY TWO☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of Pathway 2(a) candidates pursuing a teacher certification only	3	X \$5,500 =	16,500
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	3	X \$13,000 =	39,000
Request for Pathway 2			55,500
Request for Pathway 1			15,500
Total Combined Request for Pathways 1 & 2			71,000

PATHWAY THREE☐ Check this box if you are applying for Pathway 3

Number of Pathway 3(a) candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of Pathway 3(b) candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipend	5,500
Substitutes	4,000
Tuition for coursework/alternative certification programs	52,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Supplies	2,500
Professional development and travel	5,500
Certification fees	1,500

OTHER OPERATING COSTS (6400)

Total Direct Costs 71,000

Indirect Costs **TOTAL AMOUNT REQUESTED** 71,000

Total Direct Costs plus Indirect Costs

Should match amount of Total Request from page 8 of this application

2020-2022 Grow Your Own Grant Program, Cycle 3
Pathways 1 and 2 Program Attachment

Pathway 1: Support for Education and Training Program Implementation

Implementation and Growth of the Education and Training Courses: Applicant must articulate the plan for the implementation, marketing, and growth of the Education and Training courses at each high school in the LEA, offering the Principles in Education and Training, Instructional Practices, and Practicum in Education and Training courses. The plan must address the following:

- ☐ A description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc., that ensured the quality and diversity of the future teaching pool
- ☐ Marketing and recruitment strategies to increase student interest and persistence
- ☐ Strategies to increase enrollment in each course each year
- ☐ Career development, counseling, and support opportunities for students and the establishment and/or growth of TAFE or FCCLA
- ☐ A description of the recruitment and selection of highly-qualified, field-site classroom teachers (who mentor/host the students as they complete field experiences) with measurable evidence of student achievement
- ☐ 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

Counselors will administer career testing to all students to help determine students that show interest in education as a career path. Students will develop a graduation plan that leads to a specific career choice in the student's interest area. The Principles of Education and Training course will be implemented. This course is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area. Other courses will be implemented to introduce background knowledge of child and adolescent development, early childhood development, and field-based experience. Counselors will assist in searches for colleges and universities with strong education departments and programs. The TAFE organization will provide activities and field-based experiences for students interested in education as a career. Students that participate will be eligible for scholarships given by TAFE organization and local teacher organizations. The district will hold a district-wide CTE for students in 8th-12th

The campus will conduct student surveys to determine teachers in the district that have had the biggest impact on student's success. Using student data, the district will seek teacher prep course candidates. The district and campus administration will collaborate on application process for interested teachers for Educator Prep Course. Qualifications will include a minimum of 5 years in the classroom, strong T-Tess evaluations, and strong community and student engagement. A planning meeting will be held at campuses to promote courses and recruit mentors for students and participants.

Student data from pre- and post-course student surveys, observation notes, and student and teacher feedback will be used to measure evidence of achievement.

Strong students that display strong academic achievement will be the most important quality for students being recruited. Other qualities to consider will be ethnic diversity, good communication skills, loves children, organized, encouraging to others, patience, and understands the role of a school in a child's life.

A committee made up of administrators, teachers, counselors, parents, and students will be assemble to collaborate about marketing and recruiting strategies.

(Required only if implementing dual credit Education and Training courses): IHE and LEA Partnership:
Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit. The plan **must** address the following:

- ☐ An explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits
- ☐ A description of the timeline to develop the dual credit partnership by the 2020–2021 school year
- ☐ A signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings that specifically name courses in the Education and Training sequence

HJISD is not applying for dual credit stipends

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles

(Required only if applying for Pathway 2 funding): EPP and LEA Partnership: Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA. The plan must include:

- ☐ An explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers
- ☐ A description of the timeline to develop the partnership such that candidates are able to serve as full-time teachers of record within the timeline of the grant
- ☐ A description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability

Hardin-Jefferson ISD will work with Region 5 Education Service Center and/or alternative certification programs of the participant's choice. Upon acceptance degree participants will become salaried and will receive benefits as first year teachers.

Participants seeking bachelor's degrees will be employed as full time with a flexible schedule to meet requirements of HJISD and degree program. The participant will be provided a mentor and opportunities for observations. The district will provide substitutes as needed.

For participants seeking certification, HJISD will provide mentors for observation purposes, curriculum planning, classroom management, instructional strategies. Participant's will be evaluated through T-TESS by campus administration. The district will provide substitutes as needed.

A MOU will be written by HJISD stating that participants agree to stay employed with the district through the duration of the grant and a minimum of one year following the completion of the teacher certification process.