



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

RECEIVED
TEXAS EDUCATION AGENCY
2018 MAR -6 AM 9:36
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

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.

701-18-106-004

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
Fast Growth District—EMS ISD is labeled as a fast-growth district with a high mobility rate and a poverty rate of well over 40% each year.	With the fast-growth population of diversified students that are mobile in our district, we will recruit and support paraprofessionals who are already employees in the EMS District on their journey to becoming highly qualified, trained and certified teachers and understand our specific district's needs.
Improved Student Performance as based on our past five years of STAAR data with a specific focus on specialized populations—special ed., bilingual.	With a focus on the "Grow Your Own" program EMS ISD will be able to train and develop paraprofessionals who already have an understanding of our culture and work into certified teachers ready to enter the classroom and work with children, addressing their needs at the highest level.
Specialized Teacher Certifications in areas of Bilingual, Special Education, and Foreign Languages	With the grant, EMS ISD will offer financial support to aplicable individuals who have expressed an interest and shown capacity to meet the needs of our student population from special education and bilingual to foreign languages. We can hand select quality participants who can meet the District needs.

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.

100% of the participants will enter a teaching position as a highly qualified teacher reflective of our student population regarding bilingual, special education, and/or foreign languages by 2020.

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:
 The following will be used as first-quarter benchmarks:
 +Enrollment in all required courses;
 +Principal meet and work with the participant once a 6 weeks to provide guidance, support and determine action plan for implemeting university learning into the classroom;
 +Succesful completion of registered hours with a GPA of 2.8 or above.

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

The following will be used as second-quarter benchmarks:

- +Enrollment in all required courses;
- +Principal meet and work with the participant once a 6 weeks to provide guidance, support and determine action plan for implementing university learning into the classroom;
- +Successful completion of registered hours with a GPA of 2.8 or above.

Third-Quarter Benchmark:

The following will be used as third-quarter benchmarks:

- +Enrollment in all required courses;
- +Principal meet and work with the participant once a 6 weeks to provide guidance, support and determine action plan for implementing university learning into the classroom;
- +Successful completion of registered hours with a GPA of 2.8 or above.

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 following will be used through an evaluation of the project data to modify or adjust program and/or support for the program and learning of the paraprofessionals:

- +Paraprofessional's schedule will be adjusted to allow for coursework completion, if needed.
- +A teacher mentor will be provided in the area of coursework study to meet with the paraprofessional one time per each six week period to assist in coursework completion and how to implement the work being studied into the classroom teaching with success.
- +If GPA drops below 2.8, academic support will be provided for one semester during a probationary period to stay in the program.

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 teaching candidates will be provided the following to support thier studies in the program:

- +Paraprofessionals at no cost to them will have one day per six weeks to observe classrooms in their field of study.
- +The Student Teaching experience will be provided by the District, working in partnership with the university the paraprofessional is attending.
- +Professional Development will be provided to participating paraprofessionals that focuses on the key attributes of our EMS ISD teaching expecations. These will include choices in LeadForward Training, Rigor/Relevance/Engagement Rubrics, Readers/Writers Workshop, Lone Star Literacy Institute, Gomez/Gomez training, and ELPs training as applicable to their certification.

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.	Sixty Substitute Days for Classroom Observations	\$5700
2.	Mentor Stipend— 10 Mentors @ \$500 per Year for 2 Years	\$10,000
3.	Laptops for each participant to use throughout the coursework	\$10,000
4.	Tuition, Books, Fees, Academic Resources	\$84,300
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

Total grant award requested \$110,000

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.

10

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 applicants will be recruited and selected through a specific process that includes the following:

Application:

- Resume with experience as well as school involvement
- Essay "*Why I Want to Teach*"
- Principal Recommendation Letter
- Teacher Recommendation Letter

Hard to Staff Areas (Paraprofessionals seeking these positions will be given first priority):

- Bilingual
- Special Education
- Foreign Languages

Interview—An interview process with a committee of professionals, including but not limited to principal, teacher, district-level administrator

Rubric Scoring—Scoring will address the resume, essay, recommendations, certification content, interview, diversity of applicant as aligned with student population.

MOU—Commitment to the District for a minimum of three years