



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 -9 PM 2:58
 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.

701-18-106-026

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
10.2% of Amarillo ISD's student population is African-American while only 1.5% of the district's teach staff is African American, data from 2016-2017 TAPR.	Amarillo ISD will target currently employed African-American staff members (i.e. paraprofessionals, instructional aides, and/or long-term substitutes) as program participants to create a pathway to ensure that participants attain their teaching certification and remain in our district to serve our students.
45.7% of Amarillo ISD's student population is Hispanic while only 14.3% of the district's teach staff is Hispanic, data from 2016-2017 TAPR.	Amarillo ISD will target currently employed Hispanic staff members (i.e. paraprofessionals, instructional aides, and/or long-term substitutes) as program participants to create a pathway to ensure that participants attain their teaching certification and remain in our district to serve our students.
51.4% of the district's student population is male while only 20.8% of the district's teaching staff is male, data from 2016-2017 TAPR and internal district data.	Amarillo ISD will target currently employed male staff members (i.e. paraprofessionals, instructional aides, and/or long-term substitutes) as program participants to create a pathway to ensure that participants attain their teaching certification and remain in our district to serve our students.

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 the end of the program period, Amarillo ISD will create a pathway to ensure that ten (10) currently employed African-American, Hispanic, and male paraprofessionals, instructional aides, and/or long-term substitutes attain their teaching certification and remain in the district for an agreed upon length of time as a means to increase the diversity of the teacher workforce to better match the district's student demographics.

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:

Request referrals from campus and district administrators and accept applications directly from currently employed staff (i.e. paraprofessionals, instructional aides, and long-term substitutes) to identify potential program candidates.
 Establish a recruitment pool of at least 40 potential program candidates.
 Develop and Finalize the MOU.
 Enroll ten (10) candidates into the program/receiving stipends to complete their bachelor's degree and/or teacher certification, and have each program participant sign the MOU.
 Develop an academic plan tailored individually to each of the ten program participants.
 Assign a mentor to each of the ten program participants, and initiate best practices trainings.
 Implement the education and training course cluster and TAFE/FCCLA chapter at each district high school campus site.

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

Review the Academic Plan for all ten program participants and make adjustments as needed.
 Review the mentor evaluations for all ten program participants and make adjustments as needed.
 Identify the best practices engaged in by the participants, and the best practices which need additional reinforcement to attain mastery.
 Complete the TEA developed survey of participant groups

Third-Quarter Benchmark:

All ten program participants have met the requirements of their Academic Plan
 All ten program participants have received either their BA and Certification or their Teaching Certification.
 All ten program participants have mastered best practices.
 All ten program participants successfully completed the program and met AISD's hiring standards as a full-time teacher.

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.

In identifying program needs and objectives, the planning team identified many quantifiable indicators for this project: number of paraprofessionals/instructional aides/long-term substitute teachers (i.e. program participants) receiving stipends to complete their bachelor's degree and/or teacher certification; participant recruitment, enrollment, commitment; academic plan development and adjustment; implementation of best practices training; assigning mentors and evaluations by mentors; demographics of program participants; percent completion of bi-annual TEA developed survey of program participants and campus principals; number and type of teacher certificates awarded to participants; number of participants promoted to full time teaching roles; implementation/development of the education and training course cluster. Quantitative data will be collected through the use of open-ended questions on district developed surveys and/or assessments. The surveys/assessments will be administered at the beginning of the grant period to set a baseline and again at the end of the first year of the grant, and again at the beginning of the second year of the grant and at the end of the 2nd year of the grant period.

The Amarillo ISD Grow Your Own Committee will meet on a monthly basis to review program progress and discuss any feedback received from program participants to insure flexible program implementation. Additionally, the team will communicate regularly by individual conversation and by daily email as well. Communication will include such topics as schedules, challenges and successes. The Program Manager will be responsible for ensuring that that program implementation is on schedule and that all fiscal practices are consistent with local and state requirements for the program. The Program Director will collaborate with the program participants as needed to insure successful program implementation. This individual will conduct regular meetings with the committee to share observations and quantitative data regarding participant progress and periodic assessment results. Process evaluation will take place on a regular basis, thus ensuring the effectiveness/sustainability of the program and providing a means of adjustment if needed. If it appears that implementation of some program component is not having the intended effect the Program Director will modify the program, with TEA's consent, to ensure that program dollars are maximized for effectiveness. The Program Director will collect and report on all mandatory performance measures outlined within the Program Guidelines document as required.

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.

Amarillo ISD currently offers the Education and Training Program of Study in all four comprehensive high school campuses. Students interested in the education and training field have the opportunity to take courses in high school that provide both theory and practical experiences during their junior and senior years. Students completing this pathway take Instructional Practices as a junior and Practicum in Education and Training as a senior. Both courses have built in times for students to gain practical experience in education through lab-based experiences at the elementary and secondary levels. Education and Training teachers build excitement and investment for these training courses on each campus by recruiting through various communication mediums such as elective fairs, announcements, flyers/posters highlighting this program of study. Throughout the school year, teachers share via social media and other outlets their students' learning experiences both in class and at their practicum/internship sites.

Currently, one district high school campus site has an active Texas Association of Future Educators (TAFE) chapter in which students have had opportunities to participate in competitive events through the student organization. If Amarillo ISD receives an awarded through this grant program, funds would be used to establish a TAFE chapter at the three other high school campus sites in order for students to participate in at least one competitive event per academic school year. The grant funds would be used for costs associated with: 1) supplies to support the facilitation of Education and Training coursework and TAFE participation; 2) TAFE teacher and student membership and event/conference participation costs; and 3) travel costs associated with the TAFE competitive events/conferences. Program services and activities to be funded from this grant will be supplementary to existing services and activities and will not supplant any activities previously conducted with state or local funds.

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 8 times \$11,000 88,000
 Number of participants pursuing certification only 2 times \$5,500 11,000
 Total of above two lines 99,000

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 4 times \$3,000 12,000

Funding Request

Pathway 1
 Pathway 2 99,000
 Pathway 3
 Education and training courses 12,000
Total grant funds requested 111,000

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. Bachelor's degree and teaching certification stipend (up to \$11,000 per participant), 8 participants	88,000
2. Teaching Certification Only stipend (up to \$5,500 per participant), 2 participants	11,000
3. \$3,000 for education and training course implementation at each high school site, 4 campus sites	12,000
4.	
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 111,000

**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.

Ten (10) total paraprofessionals, instructional aides and/or long-term substitutes will participate

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.

Process for Identifying Participants: The Amarillo ISD Grow Your Own Committee will request referrals from campus and district administrators and accept applications directly from currently employed staff (i.e. paraprofessionals, instructional aides, and long-term substitutes) to identify potential program candidates. Each candidate will be required to complete a questionnaire and submit to an interview which the committee will utilize to conduct a preliminary assessment. Additionally, a rubric will be created to evaluate each candidate's response to the questionnaire. This initial screening process will allow the team to identify the best candidates to interview and ultimately select for program participation.

Recruitment Strategy Considerations: The planning committee has established that the primary goal of this program is to increase the diversity of the teacher workforce to better match the district's student demographics. During the initial planning phase of this application, the planning committee drafted an email to campus/district administrators which outlined the district's vision and goal for the grant and defined the TEA mandated candidate eligibility qualifications. The email invited administrators to identify eligible candidates and to forward the names of these individuals to the planning team for consideration. The response to the email was overwhelming, producing a long list of potential candidates that met the minimum requirements of eligibility. Amarillo ISD plans to utilize this grant as an opportunity to create an effective pathway to ensure that the program participants attain their teaching certification and remain in our district in order to better serve our students.

Memorandum of Understanding (MOU): The Amarillo ISD Grow Your Own Committee members are working with the district's Personnel Director and legal counsel to draft the MOU to be utilized for this program. The MOU details how program participants will commit to remain in the district for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.