



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

NOGA ID [REDACTED]

Application stamp-in date and time
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 GRANTS ADMINISTRATION

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

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 **Jacksonville ISD** CDN or Vendor ID **037904** ESC # **7** Campus # **[REDACTED]** DUNS # **[REDACTED]**
 Address **PO BOX 631** City **Jacksonville** ZIP **75766** Phone **903586-6511**
 Primary Contact **Amber Bradshaw Penn** Email **amber.penn@jisd.org**
 Secondary Contact **Lisa Dailey** Email **lisa.dailey@jisd.org**

Certification and Acceptance

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 **Dr. Chad Kelly, Superintendent** Signature *[Signature]* Date **3-7-18**

Grant Writer Name **Amber Bradshaw Penn** Signature *[Signature]* Date **3/7/18**

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

701-18-106-034

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
Jacksonville ISD currently needs 37-40 bilingual teachers yearly to implement our bilinugal program effectively.	We currently have 15 bilingual paraprofessionals that have some college hours that are local and plan on remaining in our town. We plan to use the funds to set up a grow your own bilingual teacher program where these teachers would return and finish school and become bilingual teachers for Jacksonville ISD.
Jacksonville ISD has had to fill out a bilinugal waiver for 17 consecutive years.	We currently have 15 bilingual paraprofessionals that have some college hours that are local and plan on remaining in our town. We plan to use the funds to set up a grow your own bilingual teacher program where these teachers would return and finish school and become bilingual teachers for Jacksonville ISD.
We often cannot find bilingual teachers to meet the needs of the bilinugal program.	We currently have 15 bilingual paraprofessionals that have some college hours that are local and plan on remaining in our town. We plan to use the funds to set up a grow your own bilingual teacher program where these teachers would return and finish school and become bilingual teachers for Jacksonville ISD.

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.

Jacksonville will identify and recruit six bilingual paraprofessionals that are employed with Jacksonville ISD to return to college and become educators for Jacksonville ISD within two school years.

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:

Jacksonville ISD will use transcripts and information from the paraprofessional's university to ensure he/she is on track for graduation within two school years.

Measurable Progress (Cont.)

Second-Quarter Benchmark:

Jacksonville ISD will use transcripts and information from the paraprofessional's university to ensure he/she is on track for graduation within two school years.

Third-Quarter Benchmark:

Jacksonville ISD will use transcripts and information from the paraprofessional's university to ensure he/she is on track for graduation within two school years and have all the certification requirements for a teaching certificate.

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.

Jacksonville ISD will use the data to routinely check on the progress of the paraprofessionals participating in the program. If the benchmarks do not show progress in the progression of a teaching certificate, then the stipend will not be rewarded to that individual and the next paraprofessional indicated on the waiting list will be provided the funds at the end of the semester.

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.

Bilingual paraprofessionals will be required to complete an application process to receive the stipend. There will be a rubric developed to evaluate the likelihood of the paraprofessional completing the schoolwork and being ready to be a teacher within two school years. There will also be letters of recommendation required by the principal and university program. Upon completion of the evaluations, the district will select five that have a high likelihood of finishing in two school years and one paraprofessional that only needs certification. The others will be placed on a waiting list. The paraprofessionals will sign an agreement, stating the program requirements, including finishing a teaching degree, passing the exams and then working for the district as teaching positions become available. They will also agree to stay with our district for a minimum of three school years.

This plan supports our paraprofessionals becoming bilingual teaching professional for our district. This intention goes along with the district goal of long-term recruitment and retention by targeting our already proven and dedicated staff that desire opportunities for advancement. This is also been a need of our district for over seventeen years.

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.	Stipend for paraprofessionals attending college	55,000
2.	Stipend for paraprofessional attending certification program	5,500
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Total grant award requested

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.

6 paraprofessionals

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.

Bilingual paraprofessionals will be required to complete an application process to receive the stipend. There will be a rubric developed to evaluate the likelihood of the paraprofessional completing the schoolwork and being ready to be a teacher within two school years. There will also be letters of recommendation required by the principal and university program. Upon completion of the evaluations, the district will select five that have a high likelihood of finishing in two school years and one paraprofessional that only needs certification. The others will be placed on a waiting list.

Our district currently has 40 bilingual classrooms. We have over 1,300 ELLs in our district. We complete a waiver for bilingual teachers every year in at least 4-5 of our classrooms. We also support H1B visas of teachers that tend to leave the area once receiving permanent residency. We have 15 bilingual paraprofessionals within our district that have college hours. Many of these staff members cannot complete college due to the costs of the college programs. These stipends would supplement the costs of the program and allow them to complete the college hours they need.

The paraprofessionals will sign an MOU agreement, stating the program requirements, including finishing a teaching degree, passing the exams and then working for the district as teaching positions become available. They will also agree to stay with our district for a minimum of three school years.

