



# 2018-2019 Grow Your Own Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID [Redacted]

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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Austin, TX 78701-1494

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## 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 **Bridgeport ISD** CDN or Vendor ID **249903** ESC # **11** Campus # [ ] DUNS # **102478971**  
Address **2107 15th Street** City **Bridgeport** ZIP **76426** Phone **940-683-5124**  
Primary Contact **Patricia Hernandez** Email **phernandez@bridgeportisd.net**  
Secondary Contact **Adam Hile** Email **ahile@bridgeportisd.net**

## 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 **Brandon Peavey** Signature  Date **03/09/2018**

Grant Writer Name **Patricia Hernandez** Signature  Date **03/09/2018**

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

701-18-106-061



**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
Hire qualified staff in hard-to-fill positions	BISD will assign a full-time district site coordinator to work closely with Pathway 2 candidates, IHE, and EPP personnel to oversee outlined activities in the proposed plan and facilitate candidate efforts to accomplish bachelor's degree and/or education preparation program requirements.
Increase diversity of certified teacher population in the district	BISD will build strong partnerships with IHE & EPP personnel to continue promoting future candidates, including E&T students participating in our TAFE organization to pursue the teaching profession through ongoing communication, information, and resources in an effort to become certified.

**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.

Bridgeport ISD will use the Pathway 2 grant to facilitate 5 paraprofessionals currently employed in the district to transition to the teaching profession as certified, full-time teachers of record in the district by April 31, 2020 in order to fill hard-to-staff positions.

**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:

First-Quarter Timeline: April 2018 - December 2018: (1) Identify & award stipends to 5 Pathway 2 candidates participating in a bachelor degree/teacher certification program (2) All candidates sign MOU; enroll in 2018 Summer & Fall semesters to complete a total of 85hr. of the 130hr. bachelor degree plan and/or to complete 100 hrs. of EPP training course requirements (3) EPP candidates register and take teacher certification exam(s)  
 First-Quarter Timeline: End of 2018 Summer & Fall Semester: (1) Candidates report number of coursework hours attempted and attained  
 First-Quarter Timeline: May 2018 and December 2018: (1) 100% of candidates and campus principals complete the bi-annual TEA survey



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

Second-Quarter Timeline: January 2019 - July 2019: (1) Candidates enroll in 2019 Spring and Summer semesters to complete a total of 106 hrs. of the 130 hr. bachelor degree plan and/or to complete at total of 200 hrs. of EPP training course requirements

Second-Quarter Timeline: April 2019 and December 2019: (1) 100% of candidates & campus principals complete bi-annual TEA survey

Second-Quarter Timeline: August 2019 - December 2019: (1) Candidates enroll in 2019 Fall semester to complete 124hrs. of the 130hr. bachelor degree plan and/or to complete ALL 300 hrs. of EPP course requirements

Second-Quarter Timeline: End of 2019 Spring, Summer & Fall Semesters: (1) Candidates report the number of coursework hours attempted and attained

**Third-Quarter Benchmark:**

Third-Quarter Timeline: January 2020 - April 2020: (1) Candidates enroll in 2020 Spring semester to complete clinical teaching requirements with a total of 130 hrs. and receive bachelor degree (2) Bachelor degree candidates register & take teacher certification exam (3) 100% of candidates obtain teacher certification & create profile in Educator Certification Online System

Third-Quarter Timeline: End of 2020 Spring Semester: (1) Candidates report final number of coursework hours attempted and attained (2) BISD will report the number & type of teacher certifications obtained and number of candidates promoted to full-time positions in the district (3) Candidates and campus principals will complete final bi-annual TEA survey

**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.

Bridgeport ISD has assigned a full-time district site coordinator to oversee, implement, and monitor all grant activities and the completion of all performance indicators at the end of each quarter. Furthermore, the district site coordinator has established strong partnerships with academic advisors at Institutes of Higher Education and ESCXI alternative teacher certification personnel to identify available support systems and resources to ensure ongoing communication with candidates of their progress made on a quarterly basis. Communication is the key component, therefore the district site coordinator will be responsible for coordinating efforts between IHE, EPP and participating candidates to collect data at the end of each quarter, including the number of candidates pursuing a bachelor degree plan and/or an education preparation program, the number of coursework hours candidates are attempting each semester, candidate demographic information, tuition fee reimbursements, expenditure reporting in TEAL, the number and type of teacher certifications attained and finally the number of candidates promoted to full-time teaching positions in the 2020-2021 school year.

District and campus level administrators will evaluate data at the end of each quarter to facilitate, monitor, and reinforce positive candidate behaviors in an effort to employ certified teachers in hard-to-staff positions and increase the diversity of professional certified teachers in the district. If a candidate is not on track to meet coursework requirements, at the end of each reporting semester, the district site coordinator will reach out to all parties involved to coordinate efforts and implement changes designed to correct the problem. All parties will then work to identify specific supports and/or resources to help the candidate(s) meet the identified performance indicators in the plan to continue working toward teacher certification. At the end of the grant period, BISD will continue to support and build capacity of its candidates by assigning them to a mentor, providing ongoing professional staff development opportunities, and utilizing the Texas Teacher Evaluation Support System (T-TESS) in order to provide continuous, timely, formative and summative feedback to improve instructional practices. The district will continue to strengthen its partnerships with IHE and EPP personnel to leverage information and resources to encourage others, including students in the Education & Training courses at BHS, to pursue the teaching profession.



**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.

Education & Training Plan: In the 2018-19 school year, Bridgeport ISD will continue to offer students opportunities to participate in the Education and Training program of study which introduces students to various careers within the Education and Training Career Cluster. Included in our course offerings, are Principles of Education and Training, Child Development, Instructional Principles in Education and Training (Ready, Set, Teach I) and Practicum in Education and Training (Ready, Set, Teach II). Coordination of activities between CTE teachers and counselors are focused on facilitating BHS students to develop personal graduation plans that identify an endorsement(s), lead to certification(s) in a CTE coherent sequence of courses and reflect success in rigorous and challenging core academic subjects.

BHS annually conducts Career Pathway Fair activities to continuously provide students with CTE course offerings and opportunities to enroll in dual credit, honors, and advance placement courses to potentially earn 26 hours of post-secondary credits upon graduation. Additionally, RST Interns also have an opportunity to log 240+ hours in teaching related duties in elementary and secondary classrooms. BISD has established partnerships with Institutes of Higher Education in an effort to support students in the Education and Training program to pursue the teaching profession and to work toward a 6 yr. or 8 yr. plan that can lead to an endorsement, licensure/certification, associate degree and/or bachelor degree. The district will continue renewing its Memorandum of Understanding with Weatherford College of the Parker County Junior College District in Wise County and work toward increasing the number of dual credit courses offered at BHS. The district continuously works and communicates with Institutes of Higher Education to support its students to continue their post-secondary education, for example the district works to facilitate our BHS students to graduate with a diploma, to enroll at Weatherford College to pursue an Associate of Arts in Teaching degree, and then transfer to Midwestern State University to graduate with a Bachelor of Science in Interdisciplinary Studies to become a certified teacher.

Bridgeport High School provides career guidance and academic counseling to all students. Students in the Education and Training courses are provided linkages to future education and training opportunities. These opportunities include post-secondary site visits to enhance student educational experiences and participate in teaching field activities, non-traditional career counseling, equitable access training, financial aid planning activities, and review of state, local, and national work-force needs.

The BHS Education and Training program has proven effective in its efforts to provide students with strong experiences, such as involvement in community career activities that include work-based and project-based learning opportunities, career counseling sessions to identify strengths, and attending regional, state, and national Career and Technical Student Organization activities in the form of Texas Association of Future Educators (TAFE). Through TRAFLES, the framework of the organization, students have opportunities to provide service and leadership, build networking skills, demonstrate teaching abilities, and explore educational fields associated with the teaching profession.

Since establishing a TAFE chapter at BHS, students have held various regional and state officer roles demonstrating leadership, while representing prospective future educators across Texas. The Education and Training teachers at BHS work to build upon the success of its TAFE chapter which annually attends and competes at regional, state, and national events. At the 2018 State Conference this year, BHS TAFE Chapter was recognized as 1 of 7 Blue Ribbon Chapters out of over 230 chapters across the state.

At the 2018 State Conference, BHS TAFE Blue Ribbon Winners received recognition in Chapter Scrapbook, Project Visualize in Leadership, Service, and Teacher Appreciation, Bulletin Board Lesson, and Teacher Created Materials for Elementary and Middle School and finally Red Ribbon Winners received recognition in Project Visualization for Educator Awareness and Recreation.





**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.	Pathway 2 Paraprofessional Stipend	44,000
2.	Education & Training CTSO Competition Events	2,500
3.	Education & Training Supplies	500
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Total grant award requested 47,000



**MEMORANDUM OF UNDERSTANDING  
BETWEEN Bridgeport Independent School District  
AND Grow Your Own Candidate**

1. **Parties:** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between the Bridgeport Independent School District, whose address is 2107 15<sup>th</sup> Street Bridgeport, Texas 76426, and \_\_\_\_\_, whose address is \_\_\_\_\_.

2. **Purpose:** The purpose of this MOU is to establish the terms and conditions under which Bridgeport Independent School District and the candidate will partner to facilitate entry of qualified, diverse candidates into the teaching profession in order to address teacher shortages in hard-to-staff areas, changes in the demographics of student populations which outpace that of teacher populations, declining perception of the teaching profession and successfully meeting and completing the timeline and expectations of the Grow Your Own Grant.

3. **Term of MOU:** This MOU is effective upon the day and date last signed and executed by the duly authorized representatives of the parties to this MOU and shall remain in full force and effect starting on April 2018 to May 2020. This MOU may not be terminated, without cause, by either party upon April 2018 to May 2020 or written notice, which notice shall be delivered by hand or in person to the address listed above.

4. **Responsibilities of Bridgeport Independent School District:** Pathway 2 Grow Your Own program grants will be awarded at \$5,500 per participating paraprofessional/instructional aide/long-term substitute teacher pursuing teacher certification and \$11,000 per participating paraprofessional/instructional aide/long-term substitute teacher pursuing a bachelor's degree and teacher certification, with a maximum of 10 participating teacher candidates. Bridgeport ISD will hire candidates as certified teachers upon their successful completion of the grant timeline and expectations, pending availability of teaching positions. The district will provide funding for tuition costs to enroll in courses at the beginning of each semester provided the participant maintains a passing standard the previous semester.

5. **Responsibilities of Candidate:** Candidate must **not** hold a teacher certification in the state of Texas and must be core complete in undergraduate coursework with the capacity to graduate with a bachelor's degree and teacher certification within the timeline of the grant. As a condition of receiving the grant stipend, the candidate must also commit to remain in Bridgeport ISD for a minimum of 4 years in a full-time teaching role, provided the district has teaching positions available. The candidate will report semester progress and/or any issues/changes made toward completing timeline activities including the number of course hours attempted and the number of hours attained. Candidates will use awarded funds to complete the following grant initiatives:

**2018-2019 Timeline**

- Participants with a bachelor's degree enroll in and complete an education preparation program and are issued a standard teacher certification
- Participants without a bachelor's degree continue degree coursework and graduate with bachelor's degree

**2019-2020 Timeline**

- Participants with a standard teacher certification return to LEA as a full-time teacher
- Participants without a bachelor's degree complete degree coursework and graduate with bachelor's degree, pass the teacher certification exams and return to the district as a full-time teacher.



6. **Signature:** In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

**Bridgeport Independent School District**  
2107 15<sup>th</sup> Street  
Bridgeport, Texas 76426  
940-683-5124

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Mr. Brandon Peavey, BISD Superintendent of Schools Date

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Dr. Adam Hile, Asst. Superintendent of Instructional Services Date

**Grow Your Own Candidate**

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[Name] Date





**d+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 Candidates:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitutes who will participate in the program and receive the stipend.

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**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 candidates, 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.



**Candidate Identification:** In order to identify prospective teacher candidates the district evaluated qualitative and quantitative data to identify, recruit, and select candidates. Bridgeport ISD implements and administers the Region 10 Paraprofessional Assessment or reviews applicant post-secondary transcripts with 48 educational coursework hours in an effort to hire high quality paraprofessionals to build partnerships with teachers, support and deliver instructional services and oversee educational activities. The results of the paraprofessional assessment/coursework hours and an interview process are utilized to determine successful placement of paraprofessionals on campuses. Bridgeport ISD is fully compliant with all statutory requirements, including, *Section 22.0834 of the Texas Education Code*, and requires *fingerprinting* of all its employees. The district conducts ongoing curriculum-based training activities for all substitutes and also makes sure to include support staff that provides instructional services in district & campus level professional development opportunities. In order identify Pathway 2 candidates, campus principals and professional staff were asked to identify paraprofessionals, instructional aides, and long-term substitutes in order to generate a list of candidates who work in instructional settings and have a proven record of excellent job performance rating and/or an evaluation reflecting an above and beyond dedication in fulfilling their roles and responsibilities. Also, taken into consideration were candidate attendance rates and teacher recommendations. Additionally, a summary of the Pathway 2 grant stipend to pursue a bachelor's degree and/or teacher certification was communicated to all support staff and long-term substitute employees to peak interest. Interested candidates were then invited to attend a district-wide meeting to provide specific Pathway 2 grant information, including candidate eligibility criteria, grant expectations and an opportunity to ask questions. All candidates were also encouraged to complete a survey to elicit information that would further facilitate the district's recruitment efforts to identify, select, and pursue eligible candidates. Among the survey questions, candidates were asked to indicate whether they were seeking teacher certification through an educational preparation program or whether they've completed at least 60 or more hours in their pursuit of a bachelor's degree in order to become teacher certified within the grant's 2 year timeline requirements. The district initially identified and met with 10 candidates, of those, 3 candidates are pursuing a bachelor's degree in education and 2 candidates are seeking entry into an educational preparation program, all of which, the district is strongly recruiting to the teaching profession in order to address hard-to-staff ESL/Bilingual and CTE positions. These efforts, combined with qualitative and quantitative data gathered was used to determine Pathway 2 candidate participation.

<b>GROW YOUR OWN PATHWAY 2</b>			
<b>Candidates</b>	<b>Degree Type</b>	<b>Stipend</b>	<b>Teaching Field Interest</b>
Bridgeport High School	Bachelor's Degree	\$11,000	CTE
Bridgeport Middle	Bachelor's Degree	\$11,000	Bilingual Education
Bridgeport Elementary	Bachelor's Degree	\$11,000	General Education
Bridgeport Intermediate	Alternative Certification	\$5,500	Bilingual Education
Bridgeport Intermediate	Alternative Certification	\$5,500	Bilingual Education

**Needs Assessment:** Bridgeport ISD annually attends at least 5 area recruitment activities in pursuit of teachers certified in hard-to-staff areas in an effort to hire qualified staff due to high teacher turnover rates. Bridgeport ISD is a rural community located in Wise County approximately 50 miles northwest of the Dallas-Fort Worth Metro-plex area with a student population of approximately 2100 students in a single-attendance district. In the current school year, BISD has experienced its highest teacher turn-over rate of 25.30%. The turn-over rate includes hard-to-staff positions in CTE and Bilingual/ESL positions. Disaggregated data also shows our student demographic no longer matches that of our teacher population. While our Hispanic student population is now the majority, only 14.3% of our teachers are Hispanic as reflected in the following charts below. Bridgeport ISD has 3 Title I School-wide programs, on the elementary campus grades PK-2, intermediate campus grades 3-5, and middle school campus grades 6-8 and 1 non-Title high school campus grades 9-12. Because of our proximity to school districts in the DFW area with significantly higher salary schedules among some of the draws, Bridgeport annually struggles to meet the certified staffing needs of our PK-12 general educational programs. The district is more so annually challenged in recruiting hard-to-staff Bilingual & ESL certified personnel to meet the educational needs of English Language Learners in our PK-12 ESL Program and K-5 Bilingual Program. Multiple data sources, including Texas Academic Performance Reports for the last 5 years, local district & campus staffing reports, current Bilingual/ESL Waivers and teacher certifications, annual professional staff turnover rates and district & campus improvement needs were reviewed in order to inform the district's efforts to make a positive impact in our rural community by facilitating our diverse candidates' efforts to pursue and attain teacher certifications with the support of the Grow Your Own grant. Based on these findings, Bridgeport ISD will utilize the GYO grant to support 5 paraprofessionals in pursuing either a bachelor's degree or an educational preparation program to transition into hard-to-staff teaching positions within our district.



<b>BRIDGEPORT ISD PROFESSIONAL PERSONNEL</b>			
<b>SY</b>	<b>Hired</b>	<b>Resigned</b>	<b>Turn Over Rate</b>
2017-18	38	42	25.30%
2016-17	27	26	15.95%
2015-16	29	27	16.35%

<b>AVERAGE TEACHER SALARY</b>			
<b>TAPR 2016-17</b>	<b>District</b>	<b>Region XI</b>	<b>State</b>
Beginning Salary	\$43,607	\$49,516	\$46,199
1-5 Yrs. Exp.	\$45,188	\$51,389	\$48,779
6-10 Yrs. Exp.	\$47,342	\$53,486	\$51,184
11-20 Yrs. Exp.	\$53,100	\$56,572	\$54,396
Over 20 Yrs. Exp.	\$62,466	\$64,084	\$60,913

The following charts exhibit the district's Texas Academic Performance Reports (TAPR) of student and staff ethnic distribution data over the last 5 years. The percentages reflect the diversity of the student population which has gradually changed from 51.9% White and 45.5% Hispanic in SY2012-13 to 50.4% Hispanic and 45.9% White presently. Changes in the demographics of our student population have gradually outpaced the demographics of our teacher population. More than 50% of the participating candidates will contribute toward the diversity of our professional certified staff to become more reflective of the student population.

<b>STUDENT ETHNIC DISTRIBUTION</b>			
<b>SY</b>	<b>White</b>	<b>Hispanic</b>	<b>African American</b>
2016-17	45.9	50.4	1.2
2015-16	46.6	49.9	1.0
2014-15	46.6	51.1	0.7
2013-14	48.9	48.4	0.6
2012-13	51.9	45.5	0.5

<b>STAFF ETHNIC DISTRIBUTION</b>			
<b>SY2016-17</b>	<b>White</b>	<b>Hispanic</b>	<b>African American</b>
DISTRICT	82.5	14.3	0
STATE	59.8	26.6	10.2

In conclusion, all Title I schoolwide and non-Title I campuses have higher than the state percentage of Economically Disadvantaged students ranging from 59.4% to 81.2%, with an average of 63.7% of students considered economically disadvantaged at the district level. Participating candidates will support the district's continuous efforts to fill hard-to-staff positions in order to meet the educational needs of its special population students, including English Language Learners which represent 22.8 % of the student population and is 10.1 percentage points higher than the state average.

<b>STUDENT SPECIAL POPULATIONS</b>					
<b>SY2016-17</b>	<b>ECO. DIS.</b>	<b>AT-RISK</b>	<b>EL</b>	<b>IHE</b>	<b>DUAL CREDIT</b>
DISTRICT	63.7	52.7	22.8	47.2	31.5
STATE	59	50.3	18.9	56.1	48.7



**Proposed Plan:** Bridgeport ISD will assign a full-time district site coordinator to work closely with all participating candidates, Institutes of Higher Education, and Education Preparation program personnel to oversee all activities outlined in the plan below in order to ensure the success of our candidates and the grant initiatives. Based on our findings and by providing these structured activities, the district will be able to facilitate, monitor, and reinforce positive candidate behaviors, thus addressing the district's ability to employ and assign certified teachers in hard-to-staff positions and increase the diversity of professional certified teachers.

Benchmarks	Activity	Measurable Performance Indicators	Timeline
<b>FIRST QUARTER</b>	Provide participating candidates with a Memorandum of Understanding	Identify the number of participating candidates receiving stipends to complete their bachelor's degree/educational preparation program	April 2018 to December 2018
	Candidates will enroll in 2018 Summer & 2018 Fall semester of the bachelor's degree program	All candidates will have successfully completed 85hrs. of the 130 hrs. toward the bachelor degree program	
	Candidates will complete an Educational Preparation Program application process	Candidates will be accepted into a Teacher Preparation Program	
	Candidates will participate in an Educational Preparation Program (EPP)	Candidates in EPP will successfully complete 100 or more of the 300 hrs. of EPP training requirements	
	EPP candidates will register to take EC-6 Certification Exam	EPP candidates will take EC-6 Certification Exam	
	Candidates will report progress	Candidates will provide documentation of the number of coursework hours attempted & attained	End of 2018 Summer & Fall Semesters
	Provide TEA Survey Link	100% of candidates and campus principals will complete bi-annual TEA survey	May 2018 and December 2018
<b>SECOND QUARTER</b>	Candidates will enroll in the 2019 Spring & Summer semester of the bachelor's degree program	Candidates will have successfully completed 106hrs. of the 130 hrs. toward the bachelor degree program	January 2019 to July 2019
	Candidates enroll in an educational preparation program	Candidates in will successfully complete 200hrs. or more of the 300 hrs. of EPP training course requirements	
	Provide TEA Survey Link	100% of candidates and campus principals will complete bi-annual TEA survey	April 2019 and December 2019
	Candidates will enroll in the 2019 Fall semester of the bachelor's degree program	All candidates will have successfully completed 124hrs. of the 130 hrs. toward the bachelor degree program	August 2019 to December 2019
	Candidates will participate in an Educational Preparation Program (EPP)	Candidates in will successfully complete ALL 300 hrs. of EPP training course requirements	





	Candidates will report progress	Candidates will provide documentation of the number of coursework hours attempted & completed	End of 2019 Spring, Summer & Fall Semesters
<b>THIRD QUARTER</b>	Candidates will enroll in the 2020 Spring semester of the bachelor's degree program	All candidates will have successfully completed 130 hrs. of a bachelor degree program that includes all the hours associated with clinical teaching requirements	January 2020 to April 2020
	Provide Certification Exam Testing Dates & Locations	100% of participating candidates will register & test on applicable teacher certification exam	
	Candidates create profile in Educator Certification Online System (ECOS)	100% candidates will obtain teacher certification in ECOS	
	Institutes of Higher Education and Education Preparation Program degrees	Bridgeport ISD will report the number and type of teacher certifications awarded to grant participants	
	Bridgeport ISD SY2020-21 Master Schedule	Bridgeport ISD will report the number of participants promoted to full time teaching positions	
	Provide TEA Survey Link	100% of candidates and campus principals will complete final bi-annual TEA survey	
	Candidates will report progress	Candidates will provide documentation of the number of coursework hours attempted & completed	End of 2020 Spring Semester



**Memorandum of Understanding (MOU):** An agreement exists between Bridgeport Independent School District, 2107 17<sup>th</sup> Street, Bridgeport, Texas 76426 and the candidates identified to receive Grow Your Own stipend is provided below. This agreement substantiates the following:

1. **Parties:** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between the Bridgeport Independent School District, whose address is 2107 15<sup>th</sup> Street Bridgeport, Texas 76426, and \_\_\_\_\_, whose address is \_\_\_\_\_

2. **Purpose:** The purpose of this MOU is to establish the terms and conditions under which Bridgeport Independent School District and the candidate will partner to facilitate increased entry of qualified, diverse candidates into the teaching profession in order to address teacher shortages in hard-to-staff areas, changes in the demographics of student populations which outpace that of teacher populations, declining perception of the teaching profession and successfully meeting and completing the timeline and expectations of the Grow Your Own Grant.

3. **Term of MOU:** This MOU is effective upon the day and date last signed and executed by the duly authorized representatives of the parties to this MOU and shall remain in full force and effect starting on April 2018 to May 2020. This MOU may not be terminated, without cause, by either party and requires written notice, which notice shall be delivered by hand or in person to the address listed above.

4. **Responsibilities of Bridgeport Independent School District:** Pathway 2 Grow Your Own program grants will be awarded at \$5,500 per participating paraprofessional/instructional aide/long-term substitute teacher pursuing teacher certification and \$11,000 per participating paraprofessional/instructional aide/long-term substitute teacher pursuing a bachelor's degree and teacher certification, with a maximum of 10 participating teacher candidates. Bridgeport ISD will hire candidates as certified teachers upon their successful completion of the grant timeline and expectations, pending availability of teaching positions. The district will provide funding for tuition costs to enroll in courses at the beginning of each semester provided the participant maintains passing standard the previous semester.

5. **Responsibilities of Candidate:** Candidate must not hold a teacher certification in the state of Texas and must be core complete in undergraduate coursework with the capacity to graduate with a bachelor's degree and teacher certification within the timeline of the grant. As a condition of receiving the grant stipend, the candidate must also commit to remain in Bridgeport ISD for a minimum of 4 years in a full-time teaching role, provided the district has teaching positions available. The candidate will report semester progress and/or any issues/changes made toward completing timeline activities including the number of hours attempted and number of hours attained. Candidates will use awarded funds to complete the following grant initiatives.

**2018-2019 Timeline**

- Participants with a bachelor's degree enroll in and complete an educator preparation program and are issued a standard teacher certification
- Participants without a bachelor's degree continue degree coursework and graduate with bachelor's degree

**2019-2020 Timeline**

- Participants with standard teacher certification return to LEA as full-time teacher
- Participants without a bachelor's degree complete degree coursework and graduate with bachelor's degree, pass the teacher certification exams, and return to LEA as a full-time teacher

6. **Signatures:** In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

**Bridgeport Independent School District**  
2107 15<sup>th</sup> Street Bridgeport, Texas 76426  
940-683-5124

\_\_\_\_\_  
Mr. Brandon Peavey, BISD Superintendent of Schools Date

\_\_\_\_\_  
Dr. Adam Hile, Asst. Superintendent of Instructional Services Date

**Grow Your Own Candidate**

\_\_\_\_\_  
[Name] Date

