



**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

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**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.

701-18-106-066

**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
<p>During the past five years, the Victoria Independent School District has had an average turnover rate of 21%. Following the 2016-17 school year 19% of our teachers resigned their positions. The most common reasons cited were such as retirement, family matters and relocation. The number of teachers who exited the district after the 2016-17 school year was 190. Of these 190 teachers, 133 were from locally identified high need areas: 72 were elementary teachers, 23 were Special Education teachers, 20 were Science teachers and 18 were Math teachers.</p>	<p>Our plan to reduce the high turnover rate in our district is to assist current VISD employees already working in our schools to attain their teaching credentials. We will focus on individuals who presently are working towards or hold a bachelor's degree at our local University. These employees already possess ties to our community such as established homesteads, children in our schools and extended family in the area. The plan also includes choosing those candidates who are interested in teaching in our locally high need areas, which in some cases also includes an academic stipend. Applicants will commit to our district for a period of two years by signing a memorandum of understanding.</p>
<p>In the Victoria Independent School District, from September 2017 through February 2018, 3.2% of the teachers resigned their positions due to a variety of reasons such as retirement, family matters and relocation. The number of teachers who exited the district during this first semester was 32. Of these 32 teachers, 11 were elementary teachers, six were Science teachers, two were Math teachers and two were Special Education teachers.</p>	<p>Our plan to assist with the high rate of needed teachers at semester will include choosing candidates who have completed a bachelor's degree. They will be able to complete their teaching certification during the first semester of the 2018 school year making them eligible to teach during the spring semester.</p>
<p>Victoria ISD is located approximately 100 miles from major universities that produce significant numbers of graduating educators. Because of our geographic location we rely heavily on our local university, the University of Houston-Victoria, for access to graduating teachers. With our turnover rate over the past 5 years averaging 21% or 200 teachers, attracting the number of qualified teachers necessary to meet our local high need areas has been very challenging. The University of Houston- Victoria has provided Victoria ISD with an average of seven student teachers each semester over the past five years. The low production of graduating teachers in our local area has forced us to recruit heavily at the larger surrounding universities. While Victoria ISD pays competitively with the small towns around us, we have to recruit in Austin, Houston and San Antonio; our salary is approximately 8 to 10 thousand dollars below the larger cities. When we do hire applicants from these larger cities, due to salary and lack of family connection in our area we often lose these young teachers in one to two years. They are often selected for positions closer to their home area once they have gained valuable teaching experience in our school district.</p>	<p>Our district currently attends 40 teacher job fairs annually. This has not provided us with the number of needed teachers to fill all vacancies. The grant will allow us to aid 10 aspiring educators who have already begun their path to becoming teachers. The candidates chosen will be those who have proven themselves as dedicated, aspiring teachers through their current positions in the classroom.</p>

**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.

We will invite all long term substitutes and instructional aids in the VISD who are pursuing their teaching credentials. At this meeting, the grant information and criteria will be discussed. Questions will be answered, and those who are still interested and meet the criteria will complete an application. The application will provide us with their current position in the district, current academic standing and reasons for pursuing a career in teaching. Recommendation letters from current district supervisors will be requested. A review of Academic transcripts will be conducted. A review of EPP's to consider for teacher certification will be held with local programs. Memorandums of Understanding will be read and signed to commit to teach in VISD for a minimum of 2 years after completing certification. Participants will be monitored quarterly for academic progress and success during the months of July, October, February and June through individual quarterly meetings with the VISD Director of Professional Staff.

**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 participants will be at various stages in acquiring their teacher certification.

A) Participants who have not completed their bachelor's degree.

For these participants a bachelor's degree plan will be reviewed and classes for the next semester will be discussed.

B) Participants who will be joining an EPP and working toward certification.

For these participants EPP programs will be chosen and enrolled in. Review of the EPP program requirements to attain hiring eligibility will be determined. Module requirements, hours of observations, projects and when content testing will be done will be determined for the next benchmark check.

**Second-Quarter Benchmark:**

The participants will be at various stages in acquiring their teacher certification.

A) Those who have not completed their bachelor's degree.

For these participants, classes taken since the first benchmark will be reviewed and classes they are taking in the fall semester will be discussed, as well as classes that will be taken in the spring semester if needed. Some participants may be ready to discuss EPP programs for the spring semester.

B) Participants who have joined an EPP and are working toward certification.

For these participants, we will discuss how many modules, observation hours and projects they have completed. We will also look at scheduling their first attempt at the content test.

**Third-Quarter Benchmark:**

The participants will be at various stages in acquiring their teacher certification.

A) Participants who have not completed their bachelor's degree.

For these participants, classes taken since the second benchmark will be reviewed and classes they are taking in the next semester will be discussed. Some participants may be ready to discuss enrollment in an EPP program.

B) Participants who have joined an EPP and are working toward certification.

For these participants, we will discuss how many modules, observation hours and projects they have completed. For those who have taken their content test, we will discuss test scores and next steps for completing the EPP program and attaining eligibility for hire or taking PPR and attaining their standard certification.

### 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.

At the quarterly check, participants' progress will be reviewed via transcripts, grades and EPP program progress. For those who have not met required progress, additional monthly meetings will be held with the Director of Professional Staff at the end of each month. At these meetings, progress will be monitored, additional support will be given as necessary in the form of a district mentor or district tutor. Meetings with the district mentor / tutor will be held in the middle of each month. This plan will provide support bi-weekly for those participants not meeting required progress. The district will also provide study materials for the certification tests as necessary.

### 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 plan is for implementation of the course, Instructional Practices, which will encourage a recruitment of students interested in a career in teaching. This course will be offered at the high school campuses to provide exposure of the elements of teaching to aspiring educators. Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. For this reason, we will be implementing The Texas Association of Future Educators or TAFE which is a co-curricular statewide non-profit student organization created to allow young men and women an opportunity to explore the teaching profession. TAFE is sponsored by the Texas Association of Secondary School Principals and is governed by a board of directors comprised of teachers, students and principals. TAFE is one of the nine Career and Technical Student Organization (CTSO) recognized by the Texas Education Agency. TAFE is proud to be the newest CTSO recognized in Texas. This recognition has not been granted to a student organization in Texas in the past 20 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 1 times \$3,000 \$3,000

**Funding Request**

Pathway 1	<span style="border: 1px solid black; padding: 2px;"> </span>
Pathway 2	<span style="border: 1px solid black; padding: 2px;">\$ 71,500</span>
Pathway 3	<span style="border: 1px solid black; padding: 2px;"> </span>
Education and training courses	<span style="border: 1px solid black; padding: 2px;">\$ 3,000</span>
<b>Total grant funds requested</b>	<span style="border: 1px solid black; padding: 2px;"><b>\$74,500</b></span>

**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 X 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. 3 Participants pursuing B.A. and Certification	\$30,000
2. Admin Cost of B.A. and Certification	\$3,000
3. Participants pursuing certifications only	\$35,000
4. Admin Cost for those pursuing certifications only	\$3,500
5. High School Education Training Course and CTSO	\$3,000
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<b>Total grant award requested</b>	<b>\$74,500</b>

**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 Program Participants

**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 VISD will send out invitations to all long term substitutes and instructional aids in the VISD who are pursuing their teaching credentials to attend an informational meeting. At this meeting, the grant information and criteria will be discussed. Questions will be answered, and those who are still interested and meet the criteria will complete an application. The application will provide us with their current position in the district, current academic standing and reasons for pursuing a career in teaching. Recommendation letters and evaluation ratings from current district supervisors and colleagues will be requested. A review of academic transcripts will be conducted. A review of EPP's to consider for teacher certification will be held with local programs. The selection process for participants will consist of a committee review by the Director of Professional Staff, Auxiliary Coordinator, Substitute Coordinator, Special Education Coordinator and Assistant Superintendent of Human Resources. The rubric for participant selection will take into consideration the local high need areas in Victoria ISD, the ability to attain certification within the two year grant cycle and the candidate's commitment to the outlined requirements of the grant. Efforts will be made by the committee to provide a diverse selection of participants which mirrors the current student population. Those selected will receive VISD Professional Development for new teachers during the two year cycle of the grant. Memorandums of Understanding will be read and signed by participants to commit to teach in VISD for a minimum of two years after completing certification.

