



**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 13 AM 9:20  
 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.

701-18-106-079

**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
Developing core group of Master's level degreed teachers who can be teacher of record for dual credit courses across all of the content areas.	Working with area IHEs (Institutions of Higher Education) to move selected teachers who can finish their Master's by the end of the 2019/20 school year and will become Manor ISD's (MISD) core for the dual credit Early College High School program and other dual credits program at MISD (Villarreal, 2017).
Helping para-professionals currently working on their college degree to become fully certificated teachers with preference for needs instructional areas.	Selecting para's who can be ready to be hired on one-year internship by the end of the 2019/20 so that they can be hired by MISD as teachers for the 2020/21 school year (at least on the internship program). IHE provides support along with MISD mentoring teachers to assure teaching success (NEA, 2002).
Provide the related grant required programs for the 2 high school main campuses with the CTE (Career and Technology Education) programs.	Providing Career and Technical Education Student Organization (CTSO) and Instructional Practices and/or Practicum in Education (IPET) and Training courses of the Education and Training (TAFE) course sequence at the two high schools to promote teacher educational career fields (Hasiotis, 2015).

**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.

S-number of staff obtaining degrees; M-gaining of credits in timely manner leading to degrees; A-staff member selected who have background to complete degree in timely manner; R-focus both pathways to achieve the set goals of the two pathways in terms of meeting the two-year goals of having hired new teachers and have dual credit qualified staff; T-measures of each semester's obtaining of credits by staff to complete their degree plan. This plan will be used for both pathways and will be integrated with the MISD systems in place to "grow our own" in terms of providing a system to determine if long-term District Improvement Plan (DIP) are being met. The Campus Improvement Plan (CIP) will be used to measure the CTSO/IPET/TAFE to assure that grant goals are met and MISD increases the number of students who are considering teaching as a career field (Dolan, 2016).

**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 10 days all para's & teachers apply for the program. By day-20 lottery is held (if needed) to select the 10 staff members for each of the two pathways. By day-30 staff members are selected and sign the Memorandum of Understanding that shows their obligations to work for MISD after graduation and the obligations that being a member of the program brings. Second two months of the program will be used to either continue their IHE's courses or select a program to begin in the summer (June 2018 or earlier if IHE start date is sooner). If any initially member withdraws from the program we will select the person in the lottery to fill the vacated slot. The senior central office staff will initial mentor the selects MISD staff in the two pathways until present staff members can be selected to extend this mentoring. The principal preparation program will be one source of mentors. The central office and other mentors along with the staff members in the two pathways will form Professional Learning Community (PLC) for support and to increase these staff members grow in school leadership.

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

The summer quarter MISD staff in the 2 pathways will enroll in IHE courses designed to meet course requirements for their specific program. The staff members will enroll in at least one summer term (may be both terms or the equivalent online set of courses). This will be done to assure that the students meet their specific graduation requirement by the end of the grant period. Both sets of staff members will be asked to meet every other week until PLC's are formed to allow them to support each other. At the end of the summer term the staff members will share their grades with senior staff at MISD. The current level of obtaining graduation credits (if staff are currently enrolled at IHE but not completed degree) will be evaluated over the first summer so that an overall PGP (Personal Graduation Plan) can be made so that timely determinations of their meeting goals can be done. At the end of the summer a meeting of both groups of students will be done with senior MISD staff so that progress and celebration of the program can be done.

**Third-Quarter Benchmark:**

The first full semester at the IHE of the program will build PLC to support the student's efforts in their program. The students who need any extra support to have IHE success will request it during the PCL meetings. Senior MISD staff will be available to work with the staff to build a common goal for 'growing our own' and to see if study groups need to be formed. The mid-term grades of the students will be used to determine if any extra support is needed. The MISD leadership team will work with these students to assure that they have the support to be successful. At the end of the semester the PGP will be check to see if the student are on track to meet the goals of the program in obtaining Bachelor's/Master's and for the paras initial plans will be made for having one-year internship (so they can be paid while 'student teaching') and teacher's will be linked to IHE staff to help them teacher the dual credit courses. This will allow both of the types of staff members to engage in future planning to understand their new roles at MISD.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The program will link senior MISD staff to the two groups of MISD staff students at the IHEs. The major determining data will be the progress in obtaining college credits to graduate from their respective programs. The senior staff will monitor the development of PCLs and aid in the studies that will extend the IHE work to MISD culture of wanting to be able to 'grow our own' in several fields and for even MISD students. We want to make MISD a destination district where people will want to move to our community because of the progress of the ISD. MISD being one of the eight selected System of Great Schools by the governor and TEA allows us a way to disseminate information about the program that will help other ISDs develop similar programs. The evaluation methods that MISD is putting in place is allow ways to use data to drive programs in a better manner. We will use the obtaining of graduation credits as the major indicator of staff success in meeting the PGP requirements to meet grant goals in timely manner. Staff who are having issues meeting requirement will be given extra non-IHE support through the MISD PLCs to learn the material in more effective manner. The system will provide study groups for certification testing so that we can help the paras in having another system to meet this 'end' requirement. We will bring MISD senior and other staff into the PLCs in the last two semesters of the program so that the staff in the program have greater access to people who have already met the state requirements for the positions that they wish to hold. The IHEs staff will work with the Master's program staff to help them understand their role in the teaching of dual credit classes and the IHE requirements to be teacher of record. We will look at each staff member's progress using at least the mid-term IHE grading. While not as quick a system as we would use with MISD students; these staff members are making a major life-change so we believe that they will seek help on their own if various support systems are built into our program. The measure of the high school programs on support the educational field career will be done by the number of students in this club, number of student in the education CTE course of study, and the number of student enrolled in post-secondary IHE program for education. These data will be use for the CIP/DIP so that culture of MISD can be changed and the program of 'growing our own' can be sustained in some form. The CTE educational program and ongoing outreach to community funders to find other funding sources for the staff programs will be based on the pilot information that we gain from the funding of this program (Goe, 2008).

**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 Texas Association of Future Educators or TAFE (pronounced "taffy") is a co-curricular statewide non-profit (501 c3) student organization created to allow young men and women an opportunity to explore the teaching profession. The organization was created in 1984 to provide the best and brightest high school and middle school students in Texas with the necessary knowledge to make informed decisions about pursuing careers in education. 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 now a recognized Career and Technical Student Organization (like FFA, DECA and FCCLA). 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! This change allows districts to use federal Career and Technical Education funding to support student participation in TAFE professional development activities. MISD will give our students the opportunity to work with other students, to hear from experienced teachers, to learn what it takes to be a teacher. Let them know what is available - elementary, secondary, college, coaching, counseling, special education, gifted, administration, bilingual, library science. Teaching is a multifaceted and dynamic profession. It is accepting of people with different talents and goals. TAFE encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting charter, service, and leadership skill necessary for becoming effective teachers.

We will use the seven TAFE goals/project areas to promote teaching as a CTE profession - Teaching/Classroom Participation Projects, Participation Projects, Recreational Projects, Teacher Appreciation Projects, Fund Raising Projects, Leadership Projects, Educational Awareness Projects, and Service Projects. TRAFLES is the framework TAFE uses to insure every Chapter has a well-rounded, successful program for future educators.

- Teaching/Training: Tutor and become a positive influence to younger children.
- Recreation: Have fun with others who have similar career goals and make lifelong friends.
- Appreciation: Join in teacher appreciation activities to make a difference.
- Fundraising: Work together with your peers to raise funds to support the projects in which the local organization participates.
- Leadership: Develop leadership characteristics.
- Educational Awareness: Learn about educational issues and/or methodologies.
- Service: Connect with the community by addressing the needs of others.

All of these project areas are designed to increase students understanding of what it is like to be a teacher and the various positions that they can have at a school. The TAFE convention is another way of exposing our MISD students to the greater roles that can be done within a ISD.

MISD will use the above chapter system to develop another CTSO for our two high schools that will allow promotion of teaching as a viable career choice. The various leadership aspects of the program will aid MISD in meeting the needs for our students to understand that they can have many paths to seek post-secondary academic development that will allow them to have ways to enter the workforce in manners that they might not be thinking about. The teaching field is one of the areas that is not receiving as good of press as it once did but that is something that we can change at MISD. We can show our students how being a teaching can aid them in terms of understanding how to be a leader, how to create presentations that inform and change the way people think, how that by understanding the various roles in a larger school district can let them have other entry points (transportation, food service, special needs student services, etc.).

MISD will form TAFE groups at the two campuses so that our students will have another place to learn leadership and related skills. Our student will be able to explore a CCR field that they might not be considering but may have been one of the first jobs that they ever thought they would be. This will allow MISD students to see that keeping their options open and "learning" transferable life skills is one of the ways that they can have post-secondary career success.

**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. Fund each participant teacher's Master's degree program @ \$10,000 for up to 2 years	100,000
2. Travel to the TEA-led Teacher Institute Master's level staff members for 2 years	30,000
3. Education and training courses (CTSO & TAFE) at the two high schools of MISD	6,000
4. Fund each para's for their Bachelor's degree and teacher certification @ \$10,000 for up to 2 years	100,000
5. Travel for para's to increase their professional development for 2 years	10,000
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Total grant award requested 246,000

**Grow Your Own Grant  
Pathway 1 Grow Your Own Program Attachment**

**Pathway 1: Master's Degree Stipend to Support Education and Training Course  
Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

Ten teachers will be selected to receive their content area Master's

**Teacher Recruitment and Selection Process:** Applicant must articulate how they plan to recruit and select quality teachers who will facilitate the Education and Training course sequence and receive grant funds to pursue their master's degree.

- The plan must address their process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, etc.
- The plan must also address how the applicant has considered the following in their recruitment strategy: experience and proficiency of teachers and field-experience-classroom teachers, degree to which the diversity of teacher population mirrors that of the student population, and teachers and field-experience-classroom teachers in traditionally hard-to-staff areas.
- The plan should also include a description of the Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

The staff members applying for a content area Master's will submit their teacher evaluations and supporting documents that shows their abilities to raise student achievement, working with other organizations in Manor, and links to Professional Learning Communities (PCL). There will be weighted factors based on each of these items that the senior leadership will develop to assure that the most qualified teachers become the core for MISD's dual credit core of teachers. These teachers ability to work with IHEs staff will be another factor in the development of the weighted factors. The principal and lead teachers on a campus will be asked to comment on the applications of the people applying for these 10 slots.

With MISD being 92% non-White students, preference will be given to minority teachers so that our students have role models that 'look like them' to promote more of our students to obtain dual credits. Teachers in the STEM areas and Special Education will be preferred but MISD goal is to have at least one staff member with a content area Master's in all major subject areas so that we will have the ability to provide a wider range of dual credit classes. We will give preference to teaching staff with 3-5 years of experience in the classroom.

The MOU will contain language that describes how the staff member agrees to work for MISD for at least 3 years after completing the Master's program and will work with the various IHEs that MISD has dual-credit arrangements to provide the instruction at a level that meets IHE requirements for issuing dual credits. The MOU is in the form of promissory note that they agree to refund MISD the funds given to them to obtain their Master's if they choose to leave before the three-year period. This is being done so that MISD would have funds to fund other staff members' Master's so that the goals of the grant are met. This will also be done if a person does not complete their Master's in the agreed upon timeframe.

If any of the ten initially selected Master's students finish in the first year or drop out of the program; other staff members will be asked if they would like to work towards their content area Master's. This will be done so that the total number of staff members who have the qualifications to teach dual credit classes is maximized. MISD will seek other funding sources to allow these staff members to have funding while they are working on their content area Master's from local sources.

**IHE and LEA Partnership:** Applicant must describe the plan to develop a partnership between the IHE and LEA.

- The plan must include an explanation of the potential partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits. The plan must also include a description of the intended timeline to develop the dual credit partnership by the time of the participant's successful completion of the master's degree program.

MISD current partners with ACC (Austin Community College), TSTC (Texas State Technology College), and UT (University of Texas) for various programs that have dual credit classes currently. These are in several grant programs (e.g. Industry Cluster Grant with Advance Technical Manufacturing) and general MISD MOUs with these IHEs to have dual credits for our Early College High School (ECHS) and similar programs on the two high school campuses. We are looking to expand these arrangements to other IHEs in the Austin area and to the IHEs where our MISD staff are taking classes. This will allow MISD to build the number of IHEs that can award our students dual credits in a wider range of subject areas. MISD will use the work with the Industry Cluster grant to promote all aspects of CCR (College and Career Readiness) so that we will have dual credit / industrial certifications that allow MISD students to obtain college credits even if they currently do not see themselves as obtaining a four year degree. This will increase the number of students that we can help get dual credits while in high school. This will give our students more post-secondary educational options because they will have college hours (if not an Associate's degree) when they graduate for MISD. This is being linked to MISD's Early College High School concept to move the Manor community to one that expects all our students to have some type of post-secondary degree, hours, and/or certifications to allow them to have better jobs and careers.

**Student Recruitment:** Applicant must articulate how they plan to recruit students to participate in the Education and Training course pathway.

- The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- The plan must also include a description of how the LEA leadership (district and school based) and staff will motivate students to enter and persist in the Education and Training courses.

MISD student body has the following make up from the 2016/17 TAPR Report:

ISD Totals	Enroll	AA	H	W	AI	A	EcoDis	ELL	AR	SpE #
Manor	8,834	20.8%	65.2%	7.8%	0.2%	3.7%	76.6%	38.3%	73.9%	723

*Enroll=Total students ISD, AA=Africa America, H=Hispanic, W=White, AI=American Indian, A=Asian;*

*EcoDis=Economically Disadvantage, ELL= English Language Learners, AR=At-risk; SpE#=Special Education students*

The students' score below the state average on STAAR and End of Course tests. There are sub-group gaps in measured performance with minority students scoring lower than White students. We believe that that increasing of local teachers with content Master's that 'look like our students' will increase the general expectations for all our students.

MISD will use its current CTE system to promote teacher education as a field of CCR to engage our students in ways that promote their consideration of entering the teaching field. Give the general demographics of MISD this will promote building the workforce of teachers in the Austin area that better mirror the changing nature of the demographics of the students in ESC13. The teachers seeking their Master's and the para-professionals seeking their Bachelor's will working with these clubs at the two high schools and be mentors to the student that join these programs. This will allow these staff members to gain leadership skills while making a stronger connection to the MISD students and their families that we will influence to become certified teachers in Texas. We will use the two pathways to promote that MISD is a place that is a "grow your own" community that want to hire our former students when they graduate. This model is coming from the Industry Cluster grant and ECHS systems that are both designed to show students and their families how MISD is building systems that results in CCR programs that have real world benefits.



**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 para-professionals will be selected to receive their Bachelor's and teaching certificate

**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 staff members applying for the para-program will submit their general evaluations and supporting documents that shows their abilities connect with student / families, working with other organizations in Manor, and links to Professional Learning Communities (PCL) that include paras'. There will be weighted factors based on each of these items that the senior leadership will develop to assure that the most qualified teachers become the core for MISD's 'grow your own' core of teachers. These paras' ability to take IHEs courses will be another factor in the development of the weighted factors. The principal and lead teachers on a campus will be asked to comment on the applications of the people applying for these 10 slots.

With MISD being 92% non-White students, preference will be given to minority teachers so that our students have role models that 'look like them' to promote more of our students to obtain dual credits. Teachers in the STEM areas and Special Education will be preferred but MISD goal is to have at least one staff member with a content area Master's in all major subject areas so that we will have the ability to provide a wider range of dual credit classes. We will give preference to paras with 3-5 years of experience in the classroom and/or at MISD.

The MOU will contain language that describes how the staff member agrees to work for MISD for at least 3 years after completing the Bachelor's program and will work with the various student and other MISD groups to show their commitment to become certified teachers. The MOU is in the form of promissory note that they agree to refund MISD the funds given to them to obtain their Bachelor's if they choose to leave before the three-year period. This is being done so that MISD would have funds to fund other staff members' Bachelor's so that the goals of the grant are met. This will also be done if a person does not complete their Bachelor's in the agreed upon timeframe.

If any of the ten initially selected Bachelor's students finish in the first year or drop out of the program; other staff members will be asked if they would like to work towards their Bachelor's. This will be done so that the total number of staff members who have the qualifications to teach is maximized. MISD will seek other funding sources to allow these staff members to have funding while they are working on their Bachelor's from local sources to develop a 'grow your own' concept for other skill sets at Manor.

