



**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  
 1701 N. Congress Avenue  
 Austin, TX 78701-1494

Application stamp-in date and time

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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 **Melinda Jennings** CDN or Vendor ID **102902** ESC # **7** Campus # **[ ]** DUNS # **069751378**  
 Address **1305 E. Pinecrest** City **Marshall** ZIP **75670** Phone **(903)927-8700**  
 Primary Contact **Melinda Jennings** Email **jenningsme@marshallisd.com**  
 Secondary Contact **Anika Perkins** Email **perkinsa@marshallisd.com**

**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 **Jerry Gibson, Sup. of Schools** Signature **[Signature]** Date **3/9/18**

Grant Writer Name **Melinda Jennings** Signature **[Signature]** Date **3/9/18**

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

701-18-106-087

RFA # **701-18-106** SAS # **277-18**

2018-2019 Grow Your Own Grant Program

**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
Of 23 Bilingual teaching positions, 12 teachers are out of field due to lack of certification.	Help uncertified teachers pass certification exam through tutorials and prep courses. Having educational aides complete degrees and certification would help alleviate this problem. Teachers would then have the required credentials for the classes they teach.
Currently there are 22 positions with temporary teachers or long-term subs to fill vacancies.	We increase the number of certified, degreed teachers in our classrooms. Currently we have 32 paraprofessionals with Assoc. Degrees or Higher. About 25% of these paraprofessional have Bachelor's Degrees. Marshall ISD would build its applicant pool and potentially be able to fill 45% of the vacant positions.
While we have around 40 applicants for job postings, only about 15 are qualified to fill the position for which they apply, and those same candidates apply for mult	Helping aides become certified increases the applicant pool for jobs with certified, qualified, degreed teachers. We can place applicants in vacancies earlier in order to gain the most qualified applicant for the position. While we start recruiting early and attend multiple job fairs, this grant helps fill some vacancies.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the year 2020, Marshall ISD will reduce the number of vacant positions filled with temporary teachers or long-term substitutes by 35% using the Grow Your Own Grant funds to increase the number of applicants with teacher certifications.

**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:

- Number of identified candidates for bachelor's degree and certification or certification alone. Identify at 5 or more
- 100% of candidates signed MOU
- 100% enrollment in college classes or EPP for selected candidates
- Baseline of number of vacant positions with temporary teachers or long-term substitutes
- FCCLA/TAFE membership dues paid and members enrolled
- Evaluate job performance of candidates in current job for proficiency level
- Rubric and syllabus updated completed for performance assessment in Education Training classes

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

100% of candidates complete coursework and enrolled in additional courses or EPP  
 100% of EPP candidates from year 1 complete program, gain certification and employed with MISD as teachers  
 Identify additional candidates if needed to reach 10 candidates  
 FCCLA/TAFE members holding at least 4 meeting per year and 2 members attending competition  
 Rubric and syllabus implemented for performance assessment in Education Training Classes  
 80% of students meet the proficiency standard of the rubric  
 Decrease vacant positions with temporary teachers or long-term substitutes by 10%

**Third-Quarter Benchmark:**

100% of all candidates on track or completed Bachelor's and EPP for completion and certification  
 100% of candidates eligible for employment as teachers with Marshall ISD  
 FCCLA/TAFE members holding at least 4 meetings and 4 members attending at least 1 competition  
 90% of students meet proficiency standard on Education and Training Performance Assessment  
 On track for overall decrease in vacant positions with temporary teachers or long-term substitutes by 35% from beginning of cycle (as measured by class and program enrollment - certification exams)

**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.

Job performance evaluation data will be used to meet with individuals who fall below the proficient level overall or in individual areas. We want to ensure we have the best candidates to become teachers for our students. Development plans will be created for those participants that do not meet the expected level of performance. This will help keep individuals on track for becoming a teacher for the district. At any time a candidate cannot meet the requirements of the MOU, the candidate will no longer be in the program and the agreement terms will be invoked. At any time there are vacancies in the program (maximum of 10 candidates), additional candidates will be recruited for application to the program.

Enrollment data and course progression will be used to make sure participants can complete the degree or certification by the allotted time. If participants are not on course for completion, the ISD will work with the student and credentialing entity to help the student get back on track for completion. Study sessions will also be coordinated for those needing extra help. Students struggling with certification tests will be offered tutoring to assist in practice and studying for exams.

The Education and Training Rubrics will be reviewed for rigor and high expectations. The rubric will be compared to the class syllabus and Texas standards. On review, adjustments can be made if inconsistencies are found. Student results will be analyzed for overall proficient rating. If 25% of the students fall below the proficient rating, the course rubric, syllabus, instruction will be evaluated for needed adjustments. If a majority of the students, reach a distinguished rating, the rubric, syllabus, and instruction will be evaluated as well to ensure appropriate rigor.

**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.

Marshall ISD currently has these classes in the schedule. The rigor of the classes needs to be increased and can be accomplished through adjusting the syllabus and implementing the use of a rubric to ensure all skills and concepts are covered through the class. Assessments will also be designed to ensure the depth and complexity of the class meets the expectations of the TEKS. We will use student surveys and interest inventories to identify students to attend these classes. Marshall ISD will also work with already established dual credit partners to pursue adding dual credit level Education and Training courses. While the district already has a FCCLA/TAFE affiliation, our students have not attended competitions. Through implementing monthly meetings, the CTSO be sure members are informed and prepared for competitions. Budgets will be built to include opportunities for students to attend CTSO competitions. The teacher sponsor will be provided with staff development in order to better understand the affiliation and competitions.

**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. Rubric and Assessment Development for Education and Training Pathway	1,000
2. Implementation of CTSO Conference and Competition	2,000
3. Bachelor's Degree and Certification Stipend	80,000
4. Computer Expense	2,500
5. Certification Exam Costs	2,500
6. Substitute Teachers	3,000
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Total grant award requested 91,000

Grow Your Own Grant  
Pathway 2 Grow Your Own Program Attachment

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles**

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

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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 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.

Identifying Participants – Paraprofessionals, Instructional Aides and Long-term subs will be given the opportunity to apply for participation in the program. Their application will include recommendations from their current supervisor as well as two other professional employees with whom they have worked in the past 2 years. The application will include a current list of school activities they have participated in as an employee as well as their role in the activity. Applicants will also include current transcripts and requirements needed for graduation/certification. Past evaluations will be reviewed with preference given to applicants with proficient or higher ratings in all areas. Since Bilingual/ESL is an area we have struggled in finding degreed, certified teachers, preference will be given to candidates in this area. These applicants will bring the diversity of the staff more in line to the student population of the campuses that serve our Bilingual population. We also struggled with finding certified, qualified Special Education Teachers this year. We started the year with a couple of open positions and added positions as the year progressed. This has been the pattern over the last couple of years for Special Education. Preference would also be given to applicants willing to become certified in Special Education. A panel of administrators and teachers will review the applications and select the candidates that most closely align to the needs of the district and the time constraints of the grant. Applicants will then be interviewed with the same sequence of questions and final selections made. Candidates will only be selected if the panel feels the applicant meets the needs of the district, feels the candidate can complete the program with the time constraints of the grant, and the applicant is willing to sign the MOU. A candidate will not be selected if they refuse to sign the MOU or the panel does not feel they can complete the process even if there are available openings. Final selections will be presented to the Assistant Superintendent of Curriculum, Assistant Superintendent of Human Resources & Administrative Services, and Superintendent of Schools. The applicant will sign the MOU before entering into the program in which the applicant commits to remaining with the school district as a teacher for 3 years following the completion of their degree/certification.

