



**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.

701-18-106-091

**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
Beaumont ISD has 41 elementary long-term substitute teachers and secondary 53 long-term substitute teachers.	Recruit paraprofessionals/instructional aides/long-term substitutes who are willing to pursue their teaching certification to teach in hard-to-fill positions.
Beaumont ISD's teacher ethnicity does not reflect student ethnicity.	Recruit paraprofessionals/instructional aides/long-term substitutes who more closely represent our student's ethnicity to enter the teaching profession.
The percentage of out-of-field teachers in high poverty schools is above the state average.	Recruit paraprofessionals/instructional aides/long-term substitutes who are willing to pursue their teaching certification to teach in hard-to-fill positions.

**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.

All ten (10) teacher candidates will successfully complete all requirements to become certified teachers by May 31, 2020 and will teach at Beaumont ISD for at least three (3) years. after earning their certification.

**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:

All program participants will have met all requirements prescribed by Lamar University for the first quarter of the program. Beaumont United High School and West Brook High School will successfully implement the Education Training Program.

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

All program participants will have met all requirements prescribed by Lamar University for the second quarter of the program. Beaumont United High School and West Brook High School will successfully implement the Education Training Program.

**Third-Quarter Benchmark:**

All program participants will have met all requirements prescribed by Lamar University for the third quarter of the program. Beaumont United High School and West Brook High School will successfully implement the Education Training Program.

**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.

To ensure benchmark and summative SMART goals are met, Beaumont ISD will use both qualitative and quantitative data to ascertain program participants progress towards meeting expectations.

A district mentor teacher will be assigned to each participant and will provide guidance/assistance. The mentor will be expected to contact the assigned participant bi-weekly.

Program participants will also be contacted bi-weekly by the Director Federal Programs to determine progress toward program requirements. Assistance will be arranged for any participant who needs or wants it.

At the midpoint for each benchmark period, the Director of Federal Programs will meet with the Lamar University representative to evaluate each participant's progress. Any participant who is struggling or falling behind will meet with the Director of Federal Programs, Lamar representative, and mentor teacher to develop a plan to ensure successful completion of program requirements.

**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.

Beaumont ISD will sponsor chapters of TAFE and FCCLA at each of the two high schools, West Brook and Beaumont United, which run concurrently during the programs and through after school activities. Approximately 25 - 30 students will participate in each grade level (9th - 12th grade).

Freshman year program course of study includes Principles of Education and Training which will provide students with the opportunity to explore educational careers and develop a graduation plan that will lead to a specific career choice in the student's interest area. Additionally, students will be provided hands on learning experiences through public library and district reading nights and supporting the junior and senior level students in implementing STEM and literacy fairs.

Sophomore year course of study is Child Development which addresses knowledge and skills related to child growth and development from prenatal through school-age children, and equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children. They are additionally involved with extended learning experiences through observational hours and supporting district curriculum and instruction events.

The Junior year course of study is Instructional Practices which is a theory class which involves a book study, project-based learning, and time spent in classrooms to provide hands-on experience. Students would design a program/activity that enhances the curriculum, such as a Robotics Day or Celebrate Reading Day. They would also work with senior level students to create STEM and literacy fairs.

The Senior year course of study is Practicum in Education and Training. In this year, students go into the schools and assist teachers in the classroom, participate in lesson planning and in co-teaching lessons. Students receive feedback from veteran teachers and participate in a wide range of on-campus activities. Observational time is also included, as are reflective pieces designed to help the student pinpoint areas of strength and areas in which growth needs to occur. The senior level students will work with the junior level students to create STEM and literacy fairs.

Student participation in competitions is an additional component. Students compete at the Region and State level each year for TAFE (Texas Association of Future Educators). Beaumont ISD has had three students compete at Nationals (Educators Rising, previously called Future Educators Association) all in Lesson Planning and Delivery, with one student placing in the top 10 and another placing third in the nation. Beaumont ISD will strive to have additional students to engage in competitions that will lead to selection for participation in the National levels.

**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. Tuition cost for participants with bachelor's degrees seeking teacher certifications \$5,500	27,500
2. Tuition cost for participants with bachelor's degrees seeking teacher certifications \$5,500 Tuition c	55,000
3. Development of Education and Training course curriculum	1,000
4. Materials for Education and Training course curriculum	3,000
5. Membership/competition fees for TAFE	2,000
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Total grant award requested	88,500

**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.

**Candidate must meet the following requirements:**

- Have all core courses completed in undergraduate coursework with the capacity to graduate with a bachelor's degree and teacher certification within the timeline of the grant (2018-2020)
- Hold an Associate's or Bachelor's degree from an accredited college or university
- Present college/university transcripts indicating an overall GPA of 2.75
- Be currently employed as a paraprofessional, instructional aide, or long-term substitute within the Beaumont ISD, serving in a capacity in which the majority of their time is spent assisting certified teachers in instructional activities.
- Submit a Written essay describing the candidate's interest in teaching and career goals
- Submit Resume including past education and work experience
- Submit Letters of recommendation-from principal and 2 certified teachers from BISD
- If selected to participate in the grant, meet all of Lamar University admission requirements and meet all requirements for admission into teacher education

**Preferred areas of certification include**

- Bilingual certification
- Math certifications
- Science certifications

**Based upon student diversity, it would be preferable to accept teacher candidates who are Black or Hispanic.**

**Student diversity:**

American Indian or Alaskan Native 0.58%  
Asian or Pacific Islander 3.42%  
Black, not of Hispanic origin 61.52%

Hispanic 24.38%

White, not of Hispanic origin 10.09%

**Teacher diversity:**

Other 2.9%

Black, not of Hispanic origin 45.8%

Hispanic 4.8%

White, not of Hispanic origin 46.6%

**Memorandum of Understanding:**

Teachers will be required to teach 3 years in the district in return for the grant providing funding to become certified teachers.

Participants' failure to maintain eligibility for this program or fail to satisfy their commitment for any reason, except as specifically provided for herein, will forfeit the entire amount of the program funds and repay the funds to BISD.

Participants may be excused from the repayment obligation, in whole or in part, only for good cause or extreme hardship as determined by BISD.