



2018-2019 Grow Your Own Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

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.

701-18-106-094

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
Fruitvale ISD is a small, rural district located in close proximity to larger districts. We need a grow your own program in order to recruit and retain	Due to the location of Fruitvale ISD, future teachers in the surrounding areas will choose larger districts in the Dallas metroplex area. With funding from TEA, we can better recruit and retain teachers to our small, rural community by offering stipends for them to finish their teacher certification.
FISD has aides on staff that are core complete that would like to pursue a teaching degree but the cost in tuition and certification fees are unaffordable.	Through funding provided by the Grow Your Own Grant, FISD will be able to retain paraprofessionals on staff by providing a stipend for them to finish their Bachelor's degree and teacher certification.
Fruitvale ISD needs an education and teaching pathway to prepare our students to become teachers.	Through funding provided by the Grow Your Own Grant, FISD will be able to help fund costs associated with an education and teaching pathway as well as the start up costs associated with beginning a TAFE chapter and the competitions associated with it.

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 end of the 2019-2020 school year, Fruitvale ISD will increase our number of paraprofessionals, aides, and long term substitute teachers earning a Bachelor's degree and teacher certification or Educator Preparation Program through funding of and support through their Bachelor's degree and teacher certification programs. In addition, the district will provide further support of Grow Your Own Teachers by implementing an education and teaching pathway and recruiting more students each year in to the education and teaching field. These students will show an improvement in their skills in the Foundation Knowledge and Skills by competing in the Texas Association of Future Educators events in order to best prepare future teachers through research-based practices at Fruitvale ISD.

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:

- FISD First-Quarter Benchmarks between April 2018 and September 2018 will include:
1. 2018-2019 Master Schedule built to reflect education/teaching pathway courses offered
 2. Students recruited to education/teaching pathway as demonstrated by their choices in scheduling
 3. Meetings held with students and parents to discuss the education/teaching pathway
 4. Selection process determined for Future Teachers (paraprofessionals/aides) to join the Grow Your Own Grant Program
 5. MOU between district and Future Teachers agreeing upon length of time to stay in district in full-time teaching role as a condition of receiving the stipend
 6. Future Teachers enrolled in fall courses
 7. TAFE chapter initiated and TAFE Teacher Leader designated

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

FISD Second-Quarter Benchmarks between October 2018-February 2019 will include:

1. Future Teachers enrolled in spring courses
2. Review MOU between district and Future Teachers
3. Student and teacher surveys completed on fall education/teaching course
4. Participate in December TAFE Region 7 competition

Third-Quarter Benchmark:

FISD Third-Quarter Benchmarks between March 2019-August 2019 will include:

1. 2019-2020 Master Schedule built to reflect education/teaching pathway courses offered
2. Students recruited to education/teaching pathway as demonstrated by their choices in scheduling
3. Meetings held with students and parents to discuss the education/teaching pathway
4. Student and teacher surveys completed on spring education/teaching course
5. Review MOU between district and Future Teachers

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.

Methods of evaluation—The district will collect data that includes both program-level data as well as, student level academic data. This data will include required performance measures and indicators of program accomplishment that are related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include both qualitative and quantitative.

Evaluation design—Teachers, as well as students will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, activities, and how effective the education classes are. Classroom observations will also be conducted on a regular basis to determine whether the classes are having a positive impact on the teacher's ability to engage students, increase productivity, and improve student outcomes.

Formative evaluation—Data collected will allow the district the ability to determine whether the teaching/education pathway is positively impacting the students and preparing them for the teaching field. As needed, areas of concern will be discussed and modifications will be made regularly to the proposed plan. Moreover, all required performance measures as required by the TEA will be conducted and used as ways to evaluate formatively.

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.

Fruitvale ISD will use recruitment strategies provided by CTE Career Tech as well as the TSTEM blueprint to recruit students in the Education and Training Pathway. Our benchmarks will include:

- ^Developing structures and processes for marketing and recruitment to encourage participation from underserved students and families (transportation or plans for transportation to the school, child care for family events, and translation of all recruitment and marketing materials).
- ^Developing a systemic recruitment plan that includes students, parents, counselors, teachers, district, and community.
- ^An open admission policy to include an open access selection process that encourages applications from all students. The application will not be based on state assessment scores, discipline history, teacher recommendation, minimum GPA, or other requirements that would be used to limit selection.

Below are the steps we will employ to recruit:

Recruitment and enrollment:

1. Present the research findings to target audiences on CTE career fields; i.e. this cluster delivers real world options for students for college and rewarding careers, this cluster delivers real word experiences and skills for students; and this cluster delivers a real high school experience with with more value for students. Our target audiences will include school stakeholders, community, students and parents.
2. Keep our message and materials simple and consistent. Being a small school, we have developed close communication with the inner circle of supporters as suggested by Career Tech, including the Superintendent, school board, administrators, counselor and CTE teachers. We have a clear, consistent message and are ready to carry our mission to parents and students. Our materials will include fact sheets, Powerpoints, a page on our school website, and a FAQ document.
3. Develop an engagement plan. FISD, recognizing the "11-Touch" rule from Career Tech, plans to deliver and communicate the message at least 11 times so students and parents can truly absorb our education and teaching cluster. Our engagement plan will include, but not be limited to, the following delivery methods: one on one methods with parents, students, and other businesses, industries, time to speak at after-school clubs and meetings, time to speak at student grade-level meetings, utilizing social media platforms such as our school web page, Facebook and Twitter along with students' school emails, speaking to our 8th graders about the new cluster, and using our media relations to deliver the message about our education and teaching cluster.
4. Train our industry and business partners, along with students, to talk up the benefits of the new cluster.
5. Provide students and parents a course catalog to include our teaching and education cluster.
6. Schedule one-on-one meetings with students as they develop their class schedule, encouraging enrollment.
7. Have elementary and junior high STEM days each month to promote interest in education and teaching.

Artifacts will be collected to support this requirement as well, which will include:

- ^Recruitment schedule and locations (schools, churches, community centers, etc.)
- ^Brochures and marketing items in English, Spanish
- ^Survey data (community input, enrollment trends, etc.)
- ^Documented support efforts (transportation, child care, etc.)
- ^Needs assessment
- ^Number and percentage of students matriculating from middle school to high school, enrolling in the education and teaching cluster.

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, fees to colleges/universities of paraprofessionals' choice (4 semesters, 10 candidates)	109,000
2.	certification exam fees, prep guides, costs	1,000
3.	CTSO teacher and student memberships; event/conference participation costs	1,000
4.	Teacher, student travel costs associated with event/conference	1,800
5.	consumables, instructional materials	200
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Total grant award requested		113,000

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.

Fruitvale ISD currently has 10 paraprofessionals and aides interested in pursuing their teacher certification. In an effort to partner with the Texas Education Agency and our community, we would like to grow our own teachers by offering them the Grow Your Own Teachers Program. We realize by keeping these paraprofessionals on as future teachers, they provide many benefits such as living in the community and invaluable context about the district and campus they serve. Our Recruitment and Selection Process will involve an application process that is based on points. Points will be awarded for the following:

1. **Identification of teacher recruits.** Points will be awarded based on their evaluations from the teachers they work with, their involvement in school activities, and recommendation letters.
2. **Ability to fill high need subject areas.** Priority points will be awarded in the application process to candidates who are pursuing their certifications in the areas of math, science, ELL, and special education.
3. **Reflects the demographics of the students.** Priority points will be awarded to applicants in which their diversity mirrors that of our student population.
4. **Memorandum of Understanding.** The application process will also include a detailed memorandum of understanding (MOU) between the district and teacher recruit. The MOU will include a provision in which the candidate must remain in Fruitvale ISD, employed as a teacher, for 3 years or until released from the district, as a condition of receiving the stipend.