



**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.

701-18-106-095

**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
Disparity in ethnicity of teaching & student populations. Student is 87.9 % Hispanic & 10.8% white, teachers are 29.1% Hispanic and 69.9% white	Recruit current students and paraprofessionals, who at HISD are predominately of hispanic ethnicity, and hire those individuals as highly qualified teachers from within our community identified through the Grow Your Own program.
High turnover of highly qualified teachers as demonstrated by TAPR report showing HISD turnover at 16.5%	Recruit and hire highly qualified teachers from within our community identified through the Grow Your Own program.
Minimum number of applicants, 2 or less, in TEA and Hereford ISD shortage areas, as exemplified by our online application system.	Identify and encourage paraprofessionals currently working in the district to apply for the program due to their vested interest in the success of HISD.

**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.

The summative SMART goal developed by Hereford Independent School District will be to grow their own teachers through the identification of potential teaching applicants from the current paraprofessional pool and current student population to encourage achievement of teaching licensure. Our goal is to engage 8% of current paraprofessionals to attend post-secondary institutions to work toward attainment of a teaching certification and graduation by 2020; while realizing a 2% increase in enrollment in the teaching and practicum courses and competitive activities. This goal will allow focused attention on providing individuals who have a desire to work and live in our small, rural community the opportunity to expand their earning potential and impact students with whom they can most relate.

**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:

Benchmarks for the first quarter of the grant are essential for the foundational success expected from this program. Our goal is to have all qualified candidates identified, encouraged to apply, and fully vetted through a rigorous application process. All grantees will then be notified of their acceptance into the Grow Your Own Grant Program, will have agreed to program requirements, and have signed Memorandum of Understanding which will be kept on file outlining the 5 year requirement expected back to Hereford ISD. After notification of acceptance to the program, grantees will be required to provide proof of acceptance into their Teacher Preparation Program of choice, with expected completion of the FAFSA form, and application to the Educational Aide Exemption Program. The final piece of the first benchmark is all grantees have attended the Grow Your Own Grant Program training and are enrolled in courses to begin the Fall Semester.

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

As the program ramps up the second quarter benchmarks outlined by Hereford ISD for the GYO grant program involve educational readiness and grantee preparedness for their first semester of coursework. Realizing the hurdles paraprofessionals may have entering college again, Hereford Independent School District will utilize counseling services to assist each individual in identifying resources available from tutoring, computer access, and basic educational requirements available to them. Grantees will be ready academically to enroll in courses for the Spring Semester. Another benchmark realized for this quarter would be for increased participation in the teacher preparation program at Hereford High School. Through increased funding for materials the burden to students will be decreased and the appeal of the courses will be increased. The increased enrollment for both courses currently offered would be an indication of increased interest in the teaching profession which is a direct goal. By the end of October, competitive teams are preparing for competition.

**Third-Quarter Benchmark:**

The third quarter benchmarks Hereford Independent School District would like to assess by the end of January 2019 is that all grantees completed Fall coursework with passing grades, are re-enrolled in coursework for the Spring 2019 semester and are on a degree-seeking tract.

Marketing and recruitment has occurred through students and counselors due to increased success with the teacher preparation courses at the high school. Increased enrollment for the Spring semester in those courses has been recognized and an increased number of students are preparing for competition at the district and state levels.

**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 Grow Your Own grant program will be evaluated through a strategic comprehensive evaluation to include focus on several factors. The first focus will be on the increased enrollment in the Education and Training courses offered at Hereford High School. Enrollment in these two courses will be measured at the prior year student enrollment numbers and growth will be determined by semester over semester enrollment numbers. To ensure growth in those courses, a strategic campaign will ensue, focusing on the students and counselors to ensure all students are aware of opportunities for academic growth and potential benefits of the teaching profession. This two-prong approach of notification will assist in creating an energy about the enrollment in the teacher preparation courses and will result in increased enrollment. If increased enrollment is not realized, further focused efforts will be implemented to provide encouragement of students for course enrollment.

Evaluation of the program with regard to the paraprofessional degree attainment will occur through analysis of course completion rates, and grades achieved in college coursework. Continued monitoring and encouragement from counselors will be utilized to ensure grantees are aware of all resources available to ensure success. Once paraprofessionals have obtained certification, placement into positions at HISD would be an indicator of grant success.

**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.

Hereford ISD currently provides Education and Training courses in Instructional Practices, and Practicum in Education and Training through a coherent sequence through the Career and Technology Education curriculum. This grant will allow a continuation of course offerings in the future. The current courses are offered via an Inter-local agreement with the local Junior College. The courses are not dual credit except in the instance that the student attends the only Junior College the courses are accredited at currently. Allowing universal application of the courses as dual credit is a goal currently being evaluated by staff at HISD.

While currently providing these courses, this grant will allow future recruitment of individuals to whom may already participate in the course however do not compete. Competition and travel may present a barrier to some students who are not financially able to meet the obligation of this co-curricular opportunity, due to the rural area and low economic status of the district. This grant will afford the means to allow these students the opportunity to compete.

**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. Student Organization Competition Supplies, Entry Fees, and Travel	5,500
2. Grantee Travel	12,000
3. Grantee Tuition, Books, and Supplies	76,000
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Total grant award requested 93,500

**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.

The process to determine qualified applicants for the Grow Your Own program will begin with a recruitment meeting available for all Hereford Independent School Districts paraprofessionals. During the informational meeting the opportunity, application process, and grant requirements will be discussed. Questions will be answered by administration on how the grant will apply to each individual that applies and is selected. The selection of applicants utilizing a rubric with emphasis placed on individuals with associate's degree, length of service to the district, involvement in district activities, and recommendations from supervisors. Other priority selection criteria will also include, those individuals already working in the TEA identified shortage areas and whom wish to continue their studies in those areas, and those applicants who have already applied for FAFSA and Instructional Aide Exemption Program.

The diversity of our current student population is represented by 87.9 percent Hispanic and 10.8 percent white, while our teaching staff is currently only 29.1 percent Hispanic and 69.9 percent white. Hereford ISD is located in rural Deaf Smith County encompassing 900 square miles, bussing students over 1100 miles daily to attend school. Living in this rural school district creates barriers to attracting applicants for certified teaching positions, especially the shortage areas identified by TEA and Herford ISD.

The need for a grow your own program in Hereford is demonstrated in the fact that for every TEA identified teacher shortage area no more than three qualified applicants apply, and for Special Education positions, no more than 2 applications are received per position posted, and in many instances there are only one application. The inability to retain highly qualified people in positions is exemplified as the turnover percentage at HISD is 16.5%. Taking individuals who are already invested in our community and creating multiple opportunities for growth professionally will enable HISD to realize potential in professionals who are already serving the students of HISD.

HISD will consider applicants who exhibit quality instructional practices and professionalism as well as having met all state certification requirements. The Memorandum of Understanding with the grantee and HISD will include verbiage to request a commitment of a minimum of 5 years of service after the completion of teaching certification and placement into a teaching position.