



**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.

701-18-106-100

**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
Increasing the District's applicant pool by 10 teachers, especially in hard-to-find teaching content areas	Paraprofessionals and substitutes within 1 or 2 years of earning a bachelor's degree and/or teacher certification, are encouraged to participate in the Grow Your Own Program. By providing the details, benefits, and incentives, it is a program which should assist in addressing staffing concerns.
Employing ten local, vetted, evaluated, and familiar personnel to teach in the Wichita Falls ISD during the next two years	Personnel participating in the Grow Your Own program are more familiar with the District's day-to-day procedures. The amount of time required to bring many new employees up to speed in daily operational procedures and customs will be lessened. More time will be used to address the needs of students.
Establishing a method for qualifying 10 paraprofessionals and substitutes to earn credits, while continuing to fulfill their contractual obligations to the WFISD	Working cooperatively with the local IHE to use its on-line course offerings allows participants to acquire a degree and/or certification while still continuing their job duties. The IHE is willing to offer on-line and evening courses in the evenings, which will not conflict with the participants' work requirements.

**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 Wichita Falls ISD's goal is correlated to the need for additional teacher applicants. Each years brings new challenges for finding certified, qualified teachers to teach at all levels and in a variety of subjects. With the Grow Your Own Program, the District will increase the number of available teachers. The District currently has 1,053 employed teachers. Participation in this program will increase the number of certified applicants by ten to the applicant pool which is often insufficient to complete staffing by the end of the grant cycle. Using the benchmarks as marking participant progress, the District has a preview of how many and which participants are to earn certification and/or earn a bachelor's degree at different intervals during the grant cycle.

**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-Quarter Benchmarks (April 2018 - December 2018) are as follows:
- Number of qualifying participants in both bachelor's degree and certification Grow Your Own Program\*
  - Number of college hours each participant has registered to take\*
  - Number of college hours each participant completes by December 30, 2018
  - Semester grades of courses each participant completes at first semester\*

\*(measured all Qtrs.)

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark:**

Second-Quarter Benchmarks (January 2019 - August 2019) are as follows:

- Number of qualifying participants in both bachelor's degree and certification Grow Your Own Program\*
- Number of college hours each participant has registered to take February 15, 2019
- Number of days qualifying paraprofessionals have missed work in the Wichita Falls ISD each semester through May 2019
- Number of days qualifying substitutes have been contacted and worked as a substitute in Wichita Falls ISD during the following: (1) April 13, 2018 – May 25, 2018 and August 2018 – December 2018; (2) January 2019 – May 2019; (3) August 2019 – May 2020

\* (measured all Qtrs.)

**Third-Quarter Benchmark:**

Third-Quarter Benchmarks (September 2019 - May 2020) are as follows:

- Number of qualifying participants in both bachelor's degree and certification programs at end of each semester during August 2019- May 2020\*
- Number of college hours each participant completes at end of each semester through September 2020\*
- Number of days qualifying paraprofessional have missed work during each semester during Sept. 2019 through May 2020
- Semester course grades at December 30, 2019 and May 31, 2020\*
- Total participants earning college hours to earn bachelor's degree and/or teacher certification by May 31, 2020

\* (measured all Qtrs.)

**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.

At the end of each semester, the Wichita Falls ISD intends to review data to determine the strengths and areas of concern of the Grow Your Own Program. The areas chosen to use as benchmarks allow the District to have data to measure if selected participants are progressing as anticipated. The District designed program was developed for accommodating those qualifying participants if they are dedicated to succeeding. If participants are considered successful by a review of grades and work attendance each semester, the program will be deemed successful. If grades and work attendance are not acceptable, the District can modify the program by selecting different participants from an established pool. If the appropriate screening tools were used, the chosen qualifying participants should be successful based on the criteria for their selection. As with any new program, a few problems are anticipated; but with constant vigilance, it is hoped that minimal problems will arise. The relevancy of this program can be determined at the beginning of each District school year. If our selected candidates earn a bachelor's degree or become teacher certified, and are hired, the program was successful and our relevant smart goal is achieved.

Most changes or modifications are made at the end of semesters. If for any reason an immediate change must occur, the District's Grant Managers will be aware and have the authority to make necessary changes to ensure 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.

The Wichita Falls ISD passed a bond in 2015 which allowed the construction of a Career Education Center (CEC). The Center has allowed high school students from all three high schools to send students to explore all types of career pathways. One of the pathways is an educational pathway, which focuses on the courses that are a part of the Grow Your Own Program requirements. Since the situation is focusing on the same course offerings and the same goal, the District's educational career pathway for developing future educators is as follows:

- (1) Principles of Human Services\*, Grade 9, one credit, Prerequisite: None;
- (2) Child Development\*, Grade 9 or 10, one credit, Prerequisite: Principles of Human Service;
- (3) Instructional Practices^, Grade 11 or 12, two credits, Prerequisites: Principles of Human Service & Child Development
- (4) Practicum in Education and Training^, Grade 12, two credits, Prerequisites: Principles of Human Service, Child Development & Instructional Practices

\*These courses are offered at all three WFISD high schools. These courses are taught by certified teachers on all campuses.

^These courses are offered at the WFISD CEC. These courses are taught by a certified teacher.

Six high school credits can be earned if students follow the career pathway of all four courses and complete Instructional Practices and Practicum in Education and Training for dual credit. Both Instructional Practices and Practicum in Education and Training are only offered at the WFISD Career Education Center. Students on the District's Educational Career Pathway are encouraged to enroll for dual credit which confirms their desire to pursue a degree in teaching. Instructional Practices and Practicum in Education and Training are taught by a qualified teacher who has a Master's Degree in Education with an additional eighteen hours in educational leadership. She will coordinate these courses with the local college for dual credit and be responsible for assignments, supervision, grades, and follow-up with students involved in the field study component.

At each of the three high schools, interested students are encouraged to join the chapter of Texas Association of Future Educators (TAFE). High school counselors assigned to each campus promote the teaching profession and are advocates for students to join Texas Association of Future Educators (TAFE) campus chapters. An experienced, respected, positive campus teacher sponsor conducts the TAFE meetings, and is responsible for promoting the teaching profession with positive materials. Also, it is imperative that once students join the campus TAFE chapter, they are encouraged to follow the educational pathway by enrolling in the coherent sequenced courses offered at high schools and at the WFISD Career Education Center.

To ensure that all populations are served, all personnel involved in the recruitment, instruction, and overall success of the educational pathway endorsement, commit to the promotion of inclusion of all populations on each campus. A concerted effort is made to involve diverse populations to consider the teaching profession as a career. (TAFE) membership fees may be waived for students who display an aptitude, interest, or who are recommended by teachers. Wichita Falls ISD, grant, and campus funds are available for students to join (TAFE) if students lack personal funds.

Having a viable chapter on each campus directed by a positive teacher, makes it easier for students to become involved in the (TAFE) State Competitions. Some of the (TAFE) competitions are conducted annually, and the District will actively promote student to attend (TAFE) conventions and participate in state 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 8 times \$11,000 88,000  
 Number of participants pursuing certification only 2 times \$5,500 11,000  
 Total of above two lines 99,000

**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 4 times \$3,000 12,000

**Funding Request**

Pathway 1    
 Pathway 2 99,000  
 Pathway 3    
 Education and training courses 12,000  
**Total grant funds requested** 111,000

**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. Participant's costs for tuition and fees	80,834
2. Participant's costs for books	11,287
3. Indirect Costs (1.541%)	1,711
4. Fee assistance for TAFE membership for 110 students (\$12/each)	1,320
5. TAFE teacher sponsor stipend (\$450 over 2 years at 4 campuses)	3,600
6. Cost to print posters promoting Texas Association of Future Educators	248
7. Travel to TAFE competitions and conventions for 4 campuses	8,000
8. Supplies and Materials for TAFE Chapters for 4 campuses	2,000
9. Miscellaneous Operating Costs for TAFE meetings for 4 campuses	2,000
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Total grant award requested	111,000

**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.

The Wichita Falls ISD is always incorporating methods and innovative ideas to entice prospective applicants to join the district's educational workforce. Our location makes it conducive for many small town educators to come to the District seeking employment, but it is much more difficult to draw from metro areas. Encouraging more applicants from Texas and from out of state is troublesome due to the location of the city, economic base, and pay scale, even though District pay is comparable to other cities the size of Wichita Falls. Grow Your Own (GYO) is relevant because it is another benefit and advancement opportunity we can offer our own employees who are accustomed to what our city has to offer. It gives some employees, who already understand the existing culture and climate of the area, an opportunity for advancement.

The Wichita Falls ISD has many paraprofessionals with five years' experience and an Associates Degrees. Some are working on completion of their teaching degrees. Each employed campus paraprofessional is evaluated with information contributed by the teacher(s) and the principal. Using paraprofessionals' evaluations and their desire to become teachers, a decision is made to include individuals into the program. Depending on stated criteria and the individual's progress in acquiring a teacher certificate, the District plans to encourage those within two or fewer years of completion to apply for this program. Those paraprofessionals working on certification in hard-to-find teaching areas shall be considered as a top priority for participation; but all paraprofessionals within the two year window of degree completion will be considered, based upon specified District needs.

The District has a few substitutes who have degrees, and who are currently working on teacher certification. Those individuals will be vetted in terms of experience, cooperation, commitment, classroom performance, and reliability. Those substitutes highly rated by teachers, principals, and the ISD Human Resource Department will be encouraged to participate in this program. The substitutes selected to participate in the GYO program are prioritized on District content area needs and evaluations completed by campus and District staff members. On rare occasions, some non-degreed teacher substitutes do have

college hour's equivalent to two or more years of degree completion. Those substitutes shall be included in the program if they meet the vetting and evaluation criteria of other paraprofessional applicants.

In addition to the efforts to seek identified eight paraprofessionals and two substitutes as potential participants, the District is posting information on the substitute scheduling software program (AESOP) to entice others who are not as well known to inquire regarding the Grow Your Own program.

Once candidates for GYO Phase II have applied and been vetted, the District will use a committee consisting of one elementary, one middle school and one high school principal, District Human Resource Directors, and the ISD Grant Managers to select the applicants to participate. Two subs and eight paras considered shall have number of hours needed to earn certification and/or degree, ethnicity, evaluations, dedication to assisting students, and subject area(s) which they worked considered. The District aims to make every effort to select GYO participants who mirror the District's student population, but it is contingent upon applicants applying and qualifying.

Each individual qualifying and successfully completing either a teaching degree or certification often has unique circumstances. The ten selected participants must adhere to an agreement or MOU which includes District and participants' responsibilities. To address individual needs and customize a Memo-of-Understanding, the Districts shall equate the length of commitment to the number of hours needed to become teacher certified, degreed, or both. For each 1 to 18 hours earned in the program during 2018-19, a value of a one-additional year of commitment is made to the WFISD. During year two in 2019-20, if more than 19 hours are earned, an additional year of commitment for a total of two is expected. All participants completing the two year GYO program must apply for a teaching position no later than June 30, 2020.