



**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.

701-18-106-109

**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
The STAAR English 1 passing rate is 50% with an Economically Disadvantaged passing rate of 37%.	A Reading framework was put into place for grades K-8 and Accelerated Instruction for grades 9-12 has moved to LLI kits to increase success.
The STAAR Algebra 1 passing rate is 63% with an Economically Disadvantaged passing rate of 53%	A Math framework is currently being built in grades K-8.
We have 0 applicants for a current HS Math position. We had 1 applicant for a SPED position at Walker Junior High this past year.	The district currently attends job fairs at Region 18, Alpine (Sul Ross State University), San Angelo (Angelo State University) and Midland/Odessa (University of Texas of the Permian Basin). Currently, our teacher population is made up of 39% from Monahans High School alumni.

**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 May 31, 2020, the Monahans-Wickett-Pyote ISD will have six new certified teachers (1 Math, 2 SPED, 3 EC-6) through the "Grow Your Own" grant program. The demographics will be as follows: 1 Male African American, 1 Female African American, 2 Female Hispanic, and 2 Female White.

**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:

- November 2018
- A Memorandum of Understanding (MOU) will be signed by each recruit and the district.
- Degree/Certification plans for the 6 recruits will be complete and a time line for completing IHE coursework will also be in place.
- Courses for Degree/Certification plans will have been started. Flexible work schedule will be made if applicable.
- Budget goals and needs will be adapted if necessary to supplement the Degree/Certification plans.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark:

May 2019

- Degree/Certification plans will continue to be followed.
- Modifications to Degree/Certification plans and time lines will be made if any recruit is behind or ahead on progress.
- The district will work with IHE/EPP to modify district work schedules for Degree/Certification plans.
- Certification testing dates will be determined and potential job openings for 2019-2020 will be explored if applicable.

## Third-Quarter Benchmark:

December 2019

- Certification test dates will be made if not already passed.
- Potential job openings within the district will be explored for immediate hire or for the 2020-2021 school year.

**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.

Each person recruited will be handled on an individual basis. A class schedule will be determined through May, 2020 through the IHE/EPP to map completion. A date to start certification testing will also be determined for each teacher recruit. If a recruit is not fulfilling obligations determined by the benchmarks, then courses and/or certification test dates will be modified in order to meet the final goal on time. A Memorandum of Understanding (MOU) will be signed by the recruit and by the school district. This will be a commitment by the recruit to finish on time or early and the school district will be committing to hire the recruit at completion as openings come available. Flexible scheduling for para-professionals may become necessary as course work may conflict with job responsibilities. For example, course completion may become part of the job description and the district will commit time during the school day for recruits to take and complete courses necessary to become a certified teacher. Each recruit must have a degree/certification plan.

In their year of teaching, each recruit will participate in the Lobo Teacher Induction at the beginning of the year to plan out the first six weeks of lesson plans. They will also be in the new teacher academy that meets throughout the school year. The district has two academic coaches to support new teacher's.

**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.

These two courses are already in place at Monahans High School. The high school also has the TAFE organization in place, but is not a member and does not enter competitions. Approval from the school administration has been established and a primary teacher leader has already been targeted.

Spring 2018 - As students are registering for classes for the 2018-2019 school year, they will be encouraged to sign up for the Education and Training Course. These will be our core students. Promotion of the TAFE organization and competition will be made at this time. Download the teacher leader handbook for organization and activity planning. Begin setting up a budget for activities and competition.

July, 2018 - The teacher leader will attend the TAFE teacher leader workshop as well as the state conference this summer in Dallas.

August 2018 - Solicit support and help from other teachers from within our high school.

September 2018 - Complete the TAFE on-line membership and distribute membership cards to the students. Also, register the teacher leader and students to the national affiliate. Draft a constitution using the suggested chapter constitution from TAFE. Set chapter goals, tentative calendar and have a first meeting.

November-December 2018 - Attend the regional conference and competition.

We have noticed that our region (18) does not have any officer schools listed and there are not any previous dates for the regional conference. So, there is an opportunity for our school to become a leader in this area.

**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 and fees for completion of degrees	54,000
2. Teacher certification test and study materials	1,000
3. Equipment and materials for candidates	4,000
4. Travel and expenses for the required institute	1,500
5. Classroom materials for the education pathway beyond the Foundation Graduation Plan	2,000
6. TAFE competition and membership fees	1,000
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Total grant award requested

**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.

6 paraprofessionals

**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.

Each principal will understand the recruitment plan and recommend candidates for the "Grow Your Own" program.

- Candidates must be within two years of completing their Bachelor's degree or have a Bachelor's degree and desiring to pursue a Texas teacher certification (If a candidate can complete a Bachelor's degree that is not in education, enroll in a Texas teacher certification program and complete both within two years, then this person will qualify).
- Have successful Para-professional evaluations with an overall performance rating of Proficient.
- Pursue a degree/certification in the field of Math, Science or Special Education. Candidates can also qualify by pursuing a field that the district predicts that an opening will be available in the next 2-3 years.
- Sign a Memorandum of Understanding (MOU) that commits the candidate to the district for 2.5 years after accepting a professional teaching position.
- Candidates must be able to fulfill the job description of Teacher described by the Monahans-Wickett-Pyote ISD.
- At the degree possible, the candidate pool will reflect the demographic population of the students.

MOU Outline:

- Each candidate will commit to the school district for 2.5 years after accepting a professional teaching position.
- The school district will agree to hiring candidates after their successful completion of a degree/certification.
- The candidate will be liable to the district at a rate of \$1,000 per semester for a period of 2.5 years. If the time of 2.5 years is fulfilled by the candidate, then the candidate will not be liable.
- The candidate will have a degree/certification by May, 2020. If the candidate cannot fulfill this requirement, then the candidate will pay the grant back in full.