



# 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.

701-18-106-111

RFA #  SAS #

2018-2019 Grow Your Own Grant Program

**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
Increase the percentage of high-quality teachers remaining in in Vidor ISD for 4 or more years by 10%.	Grant funds will support 10 current paraprofessionals, instructional aides, and substitutes in Vidor ISD to complete a bachelor's degree and teaching certification. Once certified, teachers will commit through a signed MOU to remain in Vidor ISD for at least 4 years.
Decrease the teacher turnover rate in Vidor ISD by 5%.	In addition to their MOU commitment to remain in Vidor ISD for at least 4 years, the fact that the district is identifying and supporting effective and loyal employees through grant funds to create a pathway for upward mobility will encourage participants to remain in the district that has invested in them.
Increase consistency in implementation of instructional initiatives as evidenced by walkthrough data and student achievement.	Grant funds will support participants who have demonstrated success with Vidor ISD students and a commitment to the district's vision, mission, and initiatives. Their mentors will be expert Vidor ISD teachers. For these reasons, they are more likely to understand, embrace, and effectively implement initiatives.

**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, 10 staff members who are currently employed by Vidor ISD as paraprofessionals, substitutes, or instructional aides will be certified by the Texas State Board of Educator Certification as teachers, enabling them to fill teaching vacancies in Vidor 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:

10 paraprofessionals, instructional aides, and substitute teachers in Vidor ISD will be enrolled in the completion of their bachelor's degree in preparation to enter the Lamar University Teacher Certification Program at the beginning of the 2019-2020 school year.

Vidor High School students will be enrolled in each of the courses offered in the Education and Training sequence.

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

10 paraprofessionals, instructional aides, and substitute teachers in Vidor ISD will be progressing satisfactorily in bachelor's degree programs in preparation to enter the Lamar University Teacher Certification Program at the beginning of the 2019-2020 school year.

Students enrolled in the Vidor ISD Education and Training coherent sequence of courses will participate in at least one TAFE activity or event.

**Third-Quarter Benchmark:**

10 paraprofessionals, instructional aides, and substitute teachers in Vidor ISD will be progressing satisfactorily in bachelor's degree programs in preparation to enter the Lamar University Teacher Certification Program at the beginning of the 2019-2020 school year.

Students enrolled in the Vidor ISD Education and Training coherent sequence of courses will participate in at least one TAFE activity or event.

Students enrolled in the capstone course in the Vidor ISD Education and Training coherent sequence of courses will be on track to graduate with a Public Service Endorsement.

**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 Assistant Superintendent of Curriculum and Instruction will serve as the project director of the Vidor ISD Grow Your Own Grant and will monitor all program activities and associated data including program-level and participant-level data. Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with principals. The Assistant Superintendent will also serve as the liaison with the Lamar University Teacher Certification Program and will meet at least biannually with the IHE contact, participants, and mentors to review progress and program effectiveness. The IHE contact will submit data regarding participant progress quarterly. Transcripts will be submitted for participants completing a bachelor's degree to evidence progress towards completion. Results will be disaggregated by campus and will be compared with region-wide performance. Results will be shared at cabinet meetings where the successes and challenges of district initiatives are routinely shared, analyzed, and discussed. Plans and services for the Grow Your Own Grant program will be adjusted to address programmatic issues as they arise.

Sustainability will be achieved through successful completion by the participants seeking teacher certification and their commitment through a signed memorandum of understanding to remain in the district for at least four years. These participants will receive ongoing support from district instructional leaders and ESC-5 instructional specialists. In addition, the implementation of a high-quality Education and Training Program at Vidor High School will provide a long-term, sustainable pipeline of home-grown teachers. Both current employees and current students of Vidor ISD have ties to the community and are representative of the diversity in those communities.

**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.

Vidor High School currently offers students a coherent sequence of courses in Education and Training, formerly the Ready, Set, Teach! Program, that includes the following courses:

Grade 9 - Principles of Human Services

Grade 10 - Child Development

Grade 11 - Instructional Practices

Grade 12 - Practicum in Education and Training

This program is enhanced through active participation in an education-focused CTSO (TAFE). TAFE activities and competitions enable students and teachers to build professional relationships to support their studies and careers, in addition to connecting their studies with real world experiences and increasing their motivation to commit to the profession. Currently, 20 Vidor High School students participate actively in TAFE. This number will increase following enhanced recruitment efforts for the 2018-2019 school year.

Vidor High School will ramp up recruitment efforts for the Education and Training program through peer presentations for students, 8th grade orientation sessions, parent meetings, four-year planning with counselors, career inventories, career fairs, and career-counseling. Efforts will also include seeking student and teacher representation reflective of the diversity in the Vidor ISD community. The teachers of these courses have been recruited based on demonstrated success in the classroom and passion for the profession. They are enthusiastic about sponsoring TAFE. Grant funds will support the Education and Training courses and the TAFE chapter by supplementing classroom materials and funding costs for students to participate in TAFE events and competitions. The Vidor ISD CTE director provides support for the teachers in the implementation of their courses and will also do so for increasing and enhancing participation in the TAFE chapter, including access to professional development and coordination of funds.

**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 10 times \$11,000 110,000  
 Number of participants pursuing certification only  times \$5,500   
 Total of above two lines 110,000

**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 1 times \$3,000 3,000

**Funding Request**

Pathway 1	
Pathway 2	110,000
Pathway 3	
Education and training courses	3,000
<b>Total grant funds requested</b>	<b>113,000</b>

**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 for the Lamar Teacher Certification Program	58,486
2.	Materials for Education and Training Program	1,500
3.	Travel and Materials for CTSO Events and Competitions	1,500
4.	Tuition to Complete Bachelor's Degree	45,738
5.	Indirect Costs (2.524%)	2,776
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Total grant award requested		110,000

**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.

**8 paraprofessionals, instructional aides, and/or long-term substitutes will participate in the program.**

**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.

Paraprofessionals, substitutes, and instructional aides were identified for Pathway 2 based on the following criteria:

- Commitment, through a Memorandum of Understanding (MOU), to remain in the district for at least four years after completing their teaching certification.
- Minimum of two full years of service in Vidor ISD.
- Completion of an in-district application process.
- Positive evaluation ratings.
- Demonstrated passion for the teaching profession.
- Recommendations from principals and teachers.
- Priority given to those receiving certification in hard-to-staff areas.
- Diversity reflecting that of student population.