



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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 GRANTS ADMINISTRATION

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.

701-18-106-115

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
SMCISD experiences approximately 5-7 Special Education Teacher vacancies each year.	Support currently employed instructional paraprofessionals serving in special education support roles through a BA in education program -special education, and/or to achieve TX Teacher Certification, and maintain employment for a minimum of one year thereafter with SMCISD.
SMCISD experiences approximately 2 to 5 Bilingual Teacher and ESL Teacher vacancies each year.	Support currently employed paraprofessionals serving in ESL, Bilingual, or Dual Lang. instructional roles in completion of a BA in education, with Bilingual or ESL cert. programs, and/or to achieve Texas Teacher Certification, and maintain employment for a minimum of one year thereafter with SMCISD.
SMCISD needs to increase the diversity of the teaching staff (>30% Hispanic) to align more closely to the diversity of the student population (77% Hispanic).	Support currently employed demographically diverse paraprofessionals serving in instructional roles to complete a BA in Ed with teacher certification, or, to achieve Texas Teacher Certification, and maintain employment with SMCISD for a minimum of one year thereafter.

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.

SMCISD is committed to creating a culture of high expectations for performance and professionalism. As such, SMCISD strives to improve demographic diversity of the teacher workforce, quality of new teachers, program effectiveness, and subsequently improved student performance by assisting 10 currently employed Paraprofessionals (9 of whom have Bachelors Degrees, and 1 who has completed 45 hours toward a BA) to earn Texas teacher certification credentials through an approved EPP, and who will maintain employment with SMCISD for a minimum of one year thereafter. System Safeguards were missed in multiple subject areas for 2016/2017 in two student groups: ELL and Special Education. Increased diversity of the teaching staff, quality of new teachers, program quality improvement, and improved student achievement will occur, as will student enrollment in the Education and Training college and career path within SMCISD.

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:

Number of high performance paraprofessionals with continued enrollment and acceptable progress toward completion of BA program coursework to include passing grades and satisfactory performance as an instructional paraprofessional with SMCISD. Number of high performance paraprofessionals enrolled in an EPP, and acceptable progress toward completion of the EPP according to program guidelines and expectations; satisfactory performance as SMCISD instructional paraprofessionals. All paraprofessional program participants will set at least two SMART goals for personal/professional improvement for the 2018/2019 school year, to be revised in 19/20 school year. Number of MOUs for continued employment with SMCISD. Demographics of paraprofessionals participating in program. Continued college and career ready coursework offered with student enrollment in Education and Training course sequence at SMHS, and continued participating of a CTSO (TAFE) and participation in both the regional and state TAFE competitions.

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

Continued progress toward completion of BA program coursework, to include satisfactory completion of coursework with passing grades, and satisfactory performance as an instructional paraprofessional employee of SMCISD, with review of progress toward participant's SMART goals.

Progress toward completion of EPP with Teacher Certification according to program guidelines and expectations; satisfactory performance as SMCISD instructional paraprofessionals, with review of progress toward participants' SMART goals.

CTSO (TAFE) student memberships and event/conference participation.

Percent completion of TEA developed survey of participants (paraprofessionals), and campus principals.

Third-Quarter Benchmark:

Continued progress of participant toward completion of BA program coursework, to include satisfactory completion of coursework with passing grades; Participants' progress toward completion of EPP according to program guidelines and expectations; satisfactory performance as SMCISD instructional paraprofessionals with review and revision of participants' SMART goals as needed.

Number of CTSO (TAFE) recruitment initiatives. Increased student enrollment projections in Education and Training course sequence at SMHS.

Number of TAFE events and percent participation in events and competitions.

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.

Project evaluation will occur on a quarterly basis to ensure regular review of program quality and progress toward goals. Percent of participants will be examined to ensure full potential of grant funds is utilized to reach program goals. Program participants (paraprofessionals) will be supported through a cohort model, with mentoring and support through both the SMCISD and the EPP. Program participants will be assigned an appropriate, high quality mentor in SMCISD. Participants' progress measures will be evaluated quarterly to ensure each participant is both making adequate progress towards goals, and to ensure each is receiving the necessary support towards achievement of goals, including: 1) One participant's progress toward completion of BA program with teacher certification; and 2) Nine participants' progress toward completion of EPPs resulting in teacher certification.

Adjustments to the project will be made systematically according to quarterly benchmark review to ensure program success and sustainability.

Program success will be achieved when:

- Participants have successfully earned Texas Teacher Certification at a rate of at least 80%
- Participants have continued employment in SMCISD as full time teachers for a minimum of one year post program completion at a rate of at least 80%, equal to the rate of Teacher Certification
- Student enrollment in Education and Training courses at SMHS has increased for the 2019-2020 school year
- Percent of student participation in TAFE organization, events, and competitions has increased from the 2017-2018 to the 2018-2019 school year, and from the 2018-2019 to the 2019-2020 school year.
- Successfully increased the diverse demographics of the SMCISD teacher workforce

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 following presents a current description of the courses within the education and training college and career pathway at San Marcos HS and an outline of objectives to facilitate program growth.

Instructional Practices in Education and Training - 12 students

(4 seniors; All female, 1 African-American, 3 Hispanic)

(8 juniors; 1 white male 1 African-American female, 5 Hispanic females, 1 white female)

Practicum in Education and Training - 4 students

(4 seniors; 1 Hispanic male, 3 females: 1 African-American, 2 Hispanic)

Fall 2017 - weekly activities:

Mon-Thu - learning in education and training

Fri- serve as support intern in special education ACL classes

Develop TAFE organization and student leadership

Spring 2018 - weekly activities:

Mon/Wed - learning in education and training

Tue/Thur - Intern at Bowie Elementary (responsible for supporting teacher by working with students, planning and implementing lessons for groups or whole class)

Fri - support intern in special education ACL classes

In addition to education instruction, students will continue to plan and prepare activities for Texas Association of Future Educators (TAFE) competitive events and local chapter work in one or more of the TRAFELS focus areas (Teaching, Recreation, Appreciation of Faculty & Staff, Fundraising, Education Awareness, Leadership, or Service)

TAFE - 16 members - Career Technology Student Organization (CTSO):

6 officers (pres, vice-pres, sec, treas, hist, parl)

Activities in 2017-2018 to date:

Regional TAFE conference and competition (11 students attended and competed) Nov 2017

SMHS student elected to serve as 2nd VP for Region 13 TAFE in 2018-2019

Qualified for State with 5 of 8 entries

10 students attended State in Feb 2018

State TAFE Summit and Competition:

2 of 5 entries awarded blue ribbons

3 students earned highest honors in their division

10 SMHS students competed and participated in State for the first time in more than 5 years

Designed and developed representative TAFE t-shirt (leadership)

Organized and ran a campus-wide book drive for a Head Start children to receive books as gifts (service)

Welcome baskets for new administrators (appreciation)

Prepared Black history month announcements (educational awareness)

Work with special education students weekly (teaching)

Chocolate candy sales (fundraising)

Numbered school bulletin boards and matched boards with organizations and teachers to enable better use and maintenance (leadership)

Recruiting Goals include increased enrollment and CTSO membership by a minimum of 25%, or 4 students.

Achievement Goals include increased participation in TAFE events and competitions, and increased awards and honors.

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. Completion of one Paraprofessional's BA degree and teacher certification	10000
2. Completion of nine (9) Paraprofessionals' EPP with teacher certification	45000
3. Ten (10) mentor stipends, \$250 per year over the 2-year grant program	5000
4. Education and Training Course implementation related to CTSO participation and events 2018-2019	1500
5. Education and Training Course implementation related to CTSO participation and events 2019-2020	1500
6. Grant Administration	500
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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.

10 Paraprofessionals: 1 – BA and Teacher Certification; 9 – EPP with Teacher Certification

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.

Of the paraprofessionals employed by SMCISD, approximately 45 have Bachelor's Degrees, and one (1) is currently working toward a BA in education. Each of the 46 paraprofessionals serve in instructional roles. The first step in identifying paraprofessionals with the greatest potential for growing into high quality teaching staff is to survey each of the district's principals. Survey questions will ask each principal to identify the qualified paraprofessionals according to prior years' evaluation ratings, current performance, involvement in school related activities, involvement in teacher team planning for curriculum, instruction, and assessment, and recommendations from colleagues based on observable teacher-like behaviors and qualities. Recruitment will occur between April 13, 2018 and May 1, 2018. The survey will also ask the principal to identify qualifications to include: the degree to which the diversity of the paraprofessional mirrors the student population; the area in which the paraprofessional serves instructionally.

Paraprofessionals will be recruited according to the degree to which they meet the following criteria: 1) area of need in which they currently serve, such as Special Education, ESL and/or Bilingual; 2) degree to which the diversity of the teacher mirrors the student population; 3) potential for high quality teaching.

The SMCISD will develop a Memorandum of Understanding (MOU) detailing the paraprofessionals' commitment to remain in the district, serving in a full-time teaching role, for a minimum of one year after the conclusion of the grant period with successful completion of the BA with certification or completion of the EPP with teacher certification. At the end of that one-year period, each teacher who has demonstrated acceptable or above performance may be offered a contract to continue employment.