



2018-2019 Grow Your Own Grant Program
 Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID [REDACTED]

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
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 Austin, TX 78701-1494

Application stamp-in date and time

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Grant Information

Grant Period **04/13/2018** to **05/31/2020** (Pathways 1 and 2)
04/13/2018 to **06/30/2019** (Pathway 3)

Program Authority **GAA, Article III, Rider 41, 85th Texas Legislature**

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.

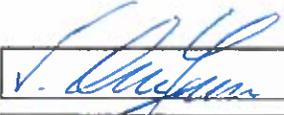
Applicant Information

Name **El Paso Leadership Academy** CDN or Vendor ID **071-810** ESC # **19** Campus # [REDACTED] DUNS # **016270769**
 Address **1918 Texas Avenue** City **El Paso** ZIP **79901** Phone **(915)298-3900**
 Primary Contact **Emily Levario** Email **elevatorio@epleadershipacademy.org**
 Secondary Contact **Linda Alaniz** Email **linda_alaniz@hotmail.com**

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 **Victor Omar Yanar, Supt.** Signature  Date **3/2/18**
 Grant Writer Name **N/A** Signature **N/A** Date **N/A**

- Grant writer is an employee of the applicant organization.
- Grant writer is not an employee of the applicant organization.

701-18-106-018

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
According to the 2018 TX Career Check, elem. (5th), secondary (8th), and middle (14th) school teachers are among the top 20 high-demand occupations in the area.	Students will be advised of the benefits of pursuing a career in education (i.e. average pay rate, employment availability, etc.).
The charter's enrollment showed a 29.83% rise since 2016. The charter has struggled recruiting sufficient highly-qualify teachers to fill all these positions.	Will identify and recruit 1 paraprofessional to obtain their Bachelor's Degree and 1 paraprofessional to obtain their Teacher Certification. This will assist in addressing the changes in the demographics of the student population at the charter which outpaced the teacher population.
The charter had a 66.8% turnover rate. This rate has remained consistently high since opening their doors in the Fall of 2014.	To increase teacher retention, funds will be utilized to develop career pathways that promote professional growth from within. The use of grant funds will allow the charter to create a pipeline for paras/aids/subs to become certified teachers.

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, teacher pathways will be established to promote growth; thus, facilitating the increased entry of qualified, diverse candidates into the teaching profession. A total of 2 paras, aides, and subs will receive their Bachelor's and/or Teacher Certification to help address the growing student population. This goal addresses all the SMART elements, to include: Specific – (What) Teacher pathways established to promote growth; and (Why) Increase entry of qualified, diverse candidates into the teaching profession; Measurable – Number of degrees/certifications received; Achievable – Teachers selected are motivated and committed to the charter; Relevant – The shortage of teachers in the targeted area has been illustrated; and Timely – By May 31, 2020.

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:

In developing the benchmarks that will be utilized to measure the progress towards meeting the SMART goal, the charter created a timeline of events that would identify the stage of the program during each quarter. Based on timeline, during the initial period (May-Oct. 2018) of the grant, teachers and paras/aides/subs will have been identified and will be enrolled to begin their first courses at the partnering university. The benchmarks will consist of the following:

- A minimum of 1 para/aide/sub will be enrolled in an Educator Preparation Program (EPP) at a partnering university; and
- A minimum of 1 para/aide/sub will be enrolled in a University to receive their Bachelor's Degree and become Teacher Certified; and
- A minimum of 1 para/aide/sub will have passed their courses with a minimum of a C or above.

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

During the second-quarter of the program (Nov. 2018-April 2019), the individual obtaining his/her Bachelor's Degree and Teacher Certification should have completed their first set of courses and will be enrolled in their second set of courses. Also, the second individual should be through the first half of their EPP certification process. Therefore, the following benchmarks have been established to measure progress:

- A minimum of 1 para/aide/sub pursuing a Bachelor's Degree will have passed their second set of courses with a minimum of a C or above; and will enroll in
- A minimum of 2 classroom observations will have been conducted in which the para/aide/sub enrolled in an EPP Program demonstrate the ability to create and administer lesson plans that align through TEKS practice and assessment within the classroom.

Third-Quarter Benchmark:

The benchmark that will be utilized to measure the progress of the program during the third-quarter of the program (April-Oct. 2019) will include the following and more:

Teacher

- A minimum of 1 para/aide/sub, enrolled in an EPP Program, will have completed their 300 hours of coursework;
- A minimum of 1 para/aide/sub, enrolled in an EPP Program, will have completed 30 hours of field-based observations;
- A minimum of 1 para/aide/sub, enrolled in an EPP Program, will have received their teachers' certification.

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.

Describe how you will use project evaluation data to determine when and how to modify your program: The charter will collect data on a regular basis. The instructional staff obtaining a degree will be required to submit printouts of his/her course grades from the university's blackboard gradebook. The instructional staff obtaining a teacher certification through an EPP will be required to provide training attendance data, which will detail the hours and dates attended, classroom observation reports, updates on the completion of modules, etc.

This data will be assembled into a progress reports which will be reviewed by the stakeholders. These reports will help the stakeholders to determine the following:

- Is the campus on target to meet their identified benchmarks?;
- Which benchmarks are at risk of not being met?;
- What obstacles are putting the program at-risk?; and
- What solutions can be implemented to address the obstacles?

If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability: If it is determined that the benchmarks that were listed cannot be met, the stakeholders will discuss modifications that need to be made to the program. Examples of changes to the program may include:

- Not enough paras/aides/subs are interested in obtaining their Bachelor's and/or Teacher Certification;
- The para is not completing the required training hours and/or modules in a timely manner; and
- Not enough individuals become members of the CTO.

If modifications must be made to the program, the charter will send out letters to parents/guardians, community, administrators, and board members to notifying them of the intent of the charter to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. This is especially important since the funding allocated for this grant will be based on the number of para that participate in the program.

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.

El Paso Leadership Academy's small, 190 students (10 pts.), nature has created a challenge for the hiring and retention of high-quality teachers. Therefore, if awarded, this grant will provide the charter the means to address this issue.

What course(s) will be offered beginning Fall 2018: Since El Paso Leadership Academy is only a 6th - 8th grade campus, no Education and Training courses will be offered to students. Instead, El Paso Leadership Academy will focus its efforts in getting their paras Teacher Certified to address the 29.83% increase in student enrollment seen within the last year.

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. Participants' Bachelor's Degree tuition cost	9,800
2. Participants' EPP Program cost	4,670
3. Participant's Certification cost	380
4. Indirect Costs	723
5. Professional development training	927
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Total grant award requested 16,500

**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.

A total of 2 paraprofessionals will participate in the program and receive a stipend.

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 charter has outlined a process that will be utilized to recruit and select quality paras, aides, and/or subs to take part in the Grow Your Own, Pathway #2 Program. These individuals will be selected based on their perceived potential to receive their Teacher Certification and/or Bachelor's Degree. This outline includes the following:

The Process for Identifying Participants: Several factors will be considered when selecting paras to participate in the program. The following criteria has been developed to identify these candidates:

- Candidate shows excellence in preparing for student success through:
 - 1) Clear and rigorous lesson design; 2) High-quality lesson materials; 3) Appropriate planning to meet the needs of all students; and 4) Aligned assessments that are purposeful and differentiated.
- Candidate shows excellence in instructional practices through:
 - 1) Intentional lesson framing through a variety of instructional strategies; 2) Clear content delivery with appropriate pacing; 3) Variety of rigorous and scaffolded questions; and 4) Providing students with ample time for practice.
- Candidate demands high expectations and accountability, as demonstrated by:
 - 1) A sense of urgency that maximizes instructional time; 2) A safe, purposeful, and positive classroom environment; and 3) Developing a culture of teamwork, support, risk-taking, and collective responsibility.
- Candidate shows excellence beyond the classroom walls by:
 - 1) Tracking mastery and growth and providing regular feedback; 2) Employing data-driven instructional techniques; 3) Building a strong advisory culture; and 4) Regularly reports on-time to all duty stations and uses external class time effectively to build relationships with students.

Memorandum of Understanding (MOU): Finally, the candidates will be invited to take part in the program, based on their ranking. Paras, aides, and/or subs that agree to be a part of the program will be required to sign a MOU which will commit them to continue their employment with the charter for a minimum of 2-years as a condition of receiving the stipend. The paras, aides, and/or subs will be informed that the MOU is a condition set forth by TEA and if the teacher cannot commit, another teacher will have to be selected.

El Paso Leadership Academy is confident that the outlined process will help to ensure that the appropriate individual is selected to take part in the Program.