



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.

701-18-106-028

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
Decrease Teacher Turnover Rate by 15%	Transition paraprofessionals who are already vested in GISD and have strong ties to the community into full-time classroom teacher roles.
Increase the number of bilingual teachers by 10%	Support paraprofessionals and native speaking students enrolled in GISD who desire to enter the teaching profession as bilingual teachers by providing E&T courses and support Bachelor and Certificate courses for paraprofessionals who desire to teach bilingual courses.
Hire 100% Local Talent	Grow a local talent pipeline of persons who live and have grown up in the district and have shown a high interest in pursuing the teaching profession as their chosen career.

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.

Reduce teacher turnover and build a local teaching pipeline called Grow Your Own Gainesville 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:

Enrollment verifications for paraprofessional staff, enrollment in E&T Instructional Practices course, and an early phase survey of all grant participants to learn about local teaching motivations coupled with a scientific survey of current teaching staff.

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

End of course survey and test data from the E&T course, completion rates of paraprofessionals with degree or certificate programs, growth of the FCCLA chapter.

Third-Quarter Benchmark:

Expansion of the E&T cluster, completion rates of paraprofessionals working on degrees and certificates, surveys of grant participants about the teaching profession and their future plans.

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.

Gainesville ISD will record the number of paraprofessionals pursuing a bachelors degree, or a certificate, and in what teaching fields grant participants in Pathway 2 are pursuing. GISD will use PEIMS data to track student engagement with E&T courses including total enrollment and completion of E&T courses. GISD will follow-up with E&T graduates or those who completed at least one E&T course to learn if they became education majors. GISD will collect demographic data to assess the diversity of the future teaching pool. GISD will maintain records on which grant funded paraprofessionals complete their degree or certificate. GISD will ensure that all grant funded participants complete any TEA surveys. If GISD determines during the course of the grant that benchmarks are not being met or have the potential to not be met the issue will be addressed by a Grow Your Own leadership team comprised of the Superintendent, Assistant Superintendent, and Director of Human Resources. This team will develop a plan to achieve the SMART goal or meet or exceed the benchmark in question within 30 days of the disclosure of the findings.

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.

Gainesville High School currently has an FCCLA chapter. The chapter currently has 100 members. The chapter is active in regional competitions and GISD will continue the work of this chapter. Gainesville High School will begin to offer the E&T cluster with the 2018-2019 school year. Initially the Instructional Practices course will be offered, and GISD will also expand to offer the practicum course in 2019-2020. In addition, in the 2018-2019 school year GISD will institute a rotation as part of the 8th grade career exploration course to showcase the teaching profession and feature teachers who stayed in GISD after graduating from Gainesville High School. If GISD is able to recruit enough interest among 8th graders the Principles of E&T course will also be offered in 2019-2020. GISD will involve North Central Texas College, the local community college, in early planning efforts to ensure a smooth transition to offering E&T courses for dual credit starting with the 2020-2021 school year. By the start of the 2020-2021 school year all four courses in the E&T cluster are planned to be incorporated into the Gainesville High School schedule and endorsement offerings.

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. Bachelor's Degree	60,000
2. Alternative Certification Program	20,000
3. E&T Course Material	3,000
4. Substitutes	3,000
5. Travel	5,000
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Total grant award requested	91,000

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.

10 participants, 6 BA and 4 certificate.

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.

Participants in this pathway will be identified and recruited by building principals and district administrators who are familiar with high quality and motivated paraprofessionals. Identified participants will be asked if they are interested and if they respond affirmatively they will be asked to provide two letters of recommendation from classroom teachers or staff members they are currently working with. GISD will also ask each prospective participant to list all school activities they have been involved with outside of their paid role over the last two years as well as a description of their community involvement over the last two years. The district will also consult performance evaluations over the last two years. Gainesville ISd believes that this personal, but objective method will work best at GISD due to the number of paraprofessionals who work for the district and have put down roots in the community. GISD has identified bilingual education, STEM, and CTE as areas of need and as hard to recruit for teacher roles. Initial pre-application conversations with some prospective participants has shown that many are interested in bilingual education, a need that is present on all campuses. Early pre application evaluation shows that the recruited paraprofessionals will more than mirror the diversity of GISD. As a condition of taking part in the grant, each participant will execute an MOU by August 1, 2018 to remain in GISD for a period of six years. The MOU will require the paraprofessional to remain with GISD for the two grant funded years, plus an additional four years in a full-time teaching role after the grant has closed. Participants can leave the district in extraordinary circumstances, which will be defined further in the final MOU.