



**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.

701-18-106-029

**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
FBISD has 16 CTE teachers. Anticipated CTE need by Fall of 2019 is 19 more, which is an increase of 119%.	Support a cohort of paraprofessionals who mirror the demographics of the student population in obtaining a CTE teaching certificate through a partnership with ACT Houston. Once the teacher certificate is completed the paraprofessionals will be hired by FBISD for critical need areas.
FBISD has 210 certified Bilingual teachers. Anticipated need by Fall of 2019 is 18 more, an annual increase of 8% .	Support a cohort of bilingual paraprofessionals who mirror the demographics of the student population in obtaining a teaching certificate through a partnership with ACT Houston. Once the teacher certificate is completed the paraprofessionals will be hired by FBISD for critical need areas.
FBISD has 677 STEM Teachers. Anticipated need of at least 28 more, a 4% increase.	Support a cohort of paraprofessionals who mirror the demographics of the student population in obtaining a teaching certificate in a STEM area through a partnership with ACT Houston. Once the teacher certificate is completed the paraprofessionals will be hired by FBISD for critical need areas.

**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 Spring 2019, 10 Fort Bend ISD paraprofessionals will complete an Alternative Certification program, pass the PPR, pass their content area test in CTE, STEM and/or Bilingual endorsement and obtain a probationary certificate.

Out of a cohort of 329 eligible paraprofessionals with Bachelor's degrees, 10 will be selected based on their interest in obtaining a teaching certificate in critical shortage areas of CTE, STEM or bilingual. FBISD's partner, ACT Houston, an ACP program, can be accomplished within one year. ACT and FBISD will support the group by devising a cadre of learning communities, job shadowing and immersion into the FBISD curriculum thereby providing access to professional development, networking, mentorship and practical application.

**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:

1. The number of paraprofessionals enrolled in the ACT program with a focus on an area of need
2. The number of paraprofessionals who pass the TeXes content exam in either Math, Science, Technology, Bilingual or CTE.
3. Attendance at Cohort meetings.
4. Individual's timeline progression of completion toward a teacher's certificate.

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

1. The number of paraprofessionals in the program compared to those who change to non-critical areas.
2. The number of paraprofessionals who pass the TeXes content test.
3. The number of paraprofessionals who have completed at least half of the program.
4. The number of paraprofessionals who attend cohort meetings.
5. The number of student observation hours completed.
6. The number of paraprofessionals needing supportive measures in meeting timeline milestones.

**Third-Quarter Benchmark:**

1. The number of paraprofessionals completing the coursework and 30 hours classroom observation hours.
2. The number of paraprofessionals passing the TeXes PPR exam.
3. The number of paraprofessionals hired by FBISD due to completing their Texas 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.

1. Using the data from benchmark 1, the number of the paraprofessionals in the program who have also completed their TeXes Content area exam plus attending cohort meetings, a GAP analysis will determine the need for more support to be successful in the coursework or if there are organizational barriers that need to be addressed. Tutoring, coaching, one on one meetings, will be considered for those paraprofessionals in the program. If the data concludes issues outside of the District's control or family issues a possible deferment may be considered.
2. As part of the selection process, the cost commitment will be communicated and agreed upon upfront how to proceed.
3. Since cost could be a possible hurdle, FBISD has an agreement with ACT Houston to discount our paraprofessionals registration fee.
4. If the data implies the program cannot be completed in two semesters, an evaluation of the program expectations will be completed noting data supporting the need for more time. If that is the case, working with our partner, ACT Houston, a compromise will be determined to enable them to complete their certification in order to be hired by Fall 2019.
5. Information from the second benchmark would provide information regarding the completion of the program (7 - 8 weeks) and the need for student observation hours. If the hurdle is observation hours, the district will accommodate for the hours to be completed on the campus where the paraprofessionals are employed. If the hurdles are completion of the coursework, the needs of the paraprofessionals will be addressed among the paraprofessional, ACT Houston and FBISD. Depending on the need, support will be given to provide a successful completion. The support could include instructional support, one on one meetings, coaching, and the removal of any organizational barriers.
6. The final benchmark should be the Texas Teacher Certificate. If the paraprofessional is not able to pass the TeXas PPR exam, support in the form of tutorials will be provided to assist in preparing the paraprofessional for the exam. Since those participating will all be involved in an ACP program, they should all complete their Certificate and be able to teach by Fall 2019.
7. If the paraprofessionals are not able to complete their teacher certificate by Fall 2019, a possible deferment may occur.

**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 intended pathway for students interested in the Education Cluster starts as Freshman. Students that select the Human Services cluster will complete courses on their home campus during Freshman and Sophomore year before moving to the CTE campus building for the Education and Training courses.

Juniors and Seniors across the District interested in the Education Cluster will be moved to the CTE campus building where they will take the Education and Training courses. The curriculum includes student participation/competition in FCCLA and/or TAFE.

The Education and Training courses, Instructional Practices and/or Practicum in Education and Training will move to Fort Bend ISD's new specialized CTE campus building starting in Fall 2019.

**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. 10 equally paid stipends to participants upon completion of teacher certification in high need area	50,000
2. Payroll and supplemental pay (coaches, mentors)	1,000
3. Professional and contracted services (guest speakers, tutors)	2,500
4. Program costs associated with implementation of CTSO chapter at District CTE specialized campus	3,000
5. Supplies and materials(instructional materials - subscriptions, handouts, books - for cohort meeting	1,500
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Total grant award requested	58,000

## 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 aides from the present cohort that have a Bachelor's degree.

**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.

At present FBISD has 333 paraprofessionals with Bachelor Degrees. Approximately 98% of those individuals have a Bachelor's degree relating to either CTE, Bilingual or STEM areas. Currently, our teaching population is not a mirror of the student population. It is our intent to narrow the margin between the teaching/ staff and student population by using paraprofessionals who demographically represent the population of the district and currently reside in our community.

A rubric for selection of those for the program includes the following:

- GPA (College transcript) in areas of need (CTE, Bilingual, STEM)
- Score on the Gallup Teacher Insight to determine Achievement Drive, Student and Parent Relationships, Classroom Structure and Planning
- Letter of recommendation from supervisor
- Letter of recommendation from Campus Administrator
- Written essay outlining the following
  - What they have learned in the classroom that would benefit them as a teacher
  - Why they would like to become a teacher in FBISD
  - Their participation in activities outside their position on the campus/ community

The MOU with the participant includes the following:

- The participant agrees to a full-time teaching role in FBISD for at least 4 years
- The participant agrees to attend at least 75% of the cohort meetings
- The participant agrees to attend classes, participate in student observation hours, successfully complete coursework and pass exams by the end of July 2018
- The participant agrees to accept support if coursework or exam scores fall below the standard
- The participant agrees to obtain certification in area of need (CTE, Bilingual, STEM)