



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

Texas Education Agency® 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 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 Graham ISD CDN or Vendor ID  ESC # 9 Campus # 6 DUNS #   
 Address 400 Third St. City Graham ZIP 76450 Phone 9405493399  
 Primary Contact Colleen Netterville Email colleen.netterville@grahamisd.com  
 Secondary Contact Robert Loomis Email robert.loomis@grahamisd.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 Sonny Cruse, Superintendent Signature  Date 3-6-18  
 Grant Writer Name Colleen Netterville Signature  Date 3-6-18

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

701-18-106-049

FA # 701-18-106 SAS # 277-18  **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
Teachers in high need areas, spanish and bilingual are not applying in our district. Applicants over the last two years have been 0%.	Choose highly qualified paraprofessionals already employed in the district and mentor, train and support through the completion of their degree and certification.
The LEA spends district resources training new teachers every year who only stay 1-3 years. Teacher retention saves our district time and money.	Train and hire current employees who are already established in the community, with connections to family, and are more likely to stay on as a teacher.
Teachers that are new to our district typically have student state assessment scores that are 3%-5% lower than teachers that have been in the district at least three years.	A grow your own teacher will not have to spend the time getting to know the students and building relationships. They will already know the policies and procedures in the district. Time spent understanding the processes, programs, initiatives, and expectations will now be spent on good instructional strategies, that will increase student scores the first year.

**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.  
 Due to our hard to fill positions and our high turnover rate, we need to grow our own teachers. The assistant superintendent of human resources, will be able to hire three paraprofessionals as certified teachers by the summer of 2020. The teachers will agree to stay on with the district at least three years, until summer 2023. The campus principals know the candidates are quality employees by their current performance evaluations. This grant will increase our teacher retention rate by 3% and ensure an effective teacher in 3 more classrooms, increasing student assessment scores by 3% in each classroom as compared to students with a teacher new to the district. Due to our high teacher turnover rate and our inability to recruit teachers to high need areas, our student's success on state assessments are suffering. Growing our own teachers will enable the district to increase our student achievement.

**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:  
 Ensure all candidates of the grow your own grant have been accepted and are participating in an accredited univeristy teacher program. Ensure they have a degree plan with an expected graduation date in the summer of 2020.

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark:**

Check grades and transcripts of all participants of the grow your own grant. Review the completed classes to ensure that they are on path to graduation by the summer of 2020.

**Third-Quarter Benchmark:**

Check grades and transcripts of all participants of the grow your own grant. Review the completed classes to ensure they are on path to graduation by the summer of 2020. Check with campus administrators to ensure the teacher candidate is meeting satisfactory growth and progress on their professional goals. Ensure all participants are signed up for their student teaching assignments.

**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 district will collect a variety of data on each grow your own candidate; transcripts, student teacher observations, timelines of completion and district observations. The district will analyze longitudinal data to ensure that the teacher turnover rate has decreased due to growing our own teachers. We will utilize district walk-thru's and TTESS evaluations to ensure the teachers are effective in the classroom. We will collect anecdotal data from campus administrators to compare the need for additional professional development as compared to our traditional hires. We will review student state assessments scores to ensure that they have increased as compared to teachers new to the district.

If we need to improve the program due to not meeting our smart goals, we will have a more comprehensive recruitment and interview process to select future grow your own candidates. We will create an intensive mentor program that begins before the student graduates and extends into their second year of teaching.

**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 LEA's plan of implementation is simple because we already have education and training courses established in our high school. Our high school currently offers seven classes on the pathway to education. Two classes are offered at 9-12 grades, Principals of Education and Training and Principles of Human Services. Three classes are offered at 10-12 grades, Child Development, Counseling and Mental Health, Human Growth and Development. The final two classes are offered at 11-12 grades, these two classes are field-based internships and require prerequisites to enroll. The classes are, Instructional Practices and Practicum in Education and Training. We have an FCCLA chapter that is well established and very active at our high school. This group competes at state STAR competitions each year. FCCLA requires work outside of the the school day, students must prepare for their competitions. The FCCLA Graham Chapter meet weekly during the high school's flex period each Friday.

**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. Tuition	26,400
2. Books	3,000
3. Supplies, laptop	3,000
4. testing and certification expenses	600
5. administrative costs	3,000
6.	
7.	
8.	
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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.

Three

**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 first step the LEA took was to send out a survey to all staff explaining the purpose of the grant and the criteria to qualify to participate in the grant funding. The questions in the survey pertained to the college hours currently completed and the field of study, the content and grade level, preferred by the candidate. Then the administrators met to discuss all survey responses and the work ethic and job performance of those potential candidates. We then discussed several more staff who have worked in the district and are effective employees that we would like to see move into a teaching role and stay with the district long-term. At this time the administrator of the grant met individually with each paraprofessional face to face to recruit and encourage them to return to college and then move into the classroom. The LEA had three potential candidate names that were brought back to the administrators for further vetting, review of absences, evaluations and years in the district.

Three of the potential candidates will teach in hard to fill areas. One will teach Spanish at the high school, this position has been open for two years, another will teach secondary ELA, a position that has been open all year without a quality applicant, and the third will teach a bilingual elementary classroom. Two of the teachers are Hispanic, which is our highest need to mirror our 60% LEP population. These paraprofessionals are currently exemplary employees and will be an asset in the classroom. They have also already participated in all district professional development and strategic initiatives.

The MOU requires that the paraprofessional complete all requirements for a bachelor's degree and state exams by the summer of 2020. At that time the teacher will be hired to teach with the district. The teacher agrees to work in the district for a minimum of three years, in return for the grant funding received to complete his/her degree. If the teacher only stays one year, they must return 2/3 of the monies received. If the teacher only stays two years they must return 1/3 of the monies received. If the teacher stays the full three years she will owe the district nothing if he/she leaves the district. If the LEA determines it is not in the best interest of the district to offer a contract to the teacher, at any time during the three-year span, the money is not required to be returned to the district.

