



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:

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 Texas Education Agency
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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.

701-18-106-054

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
Recruit 10 teacher candidates from diverse backgrounds to mirror the student demographic (Hispanic 64%, African American 18%, and White 12%).	Increase the diversity of the teacher workforce to better match the GPISD student demographics. (1) Develop recruitment plan to recruit diverse teacher candidates from GPISD instructional aides & paraprofessionals; (2) Enroll students in bachelor's & certification program; (3) Sign MOU to teach 3 years in GPISD.
Select 10 instructional aides and paraprofessionals to complete teaching credentials in hard-to-fill areas of Bilingual/ESL and Special Education.	Increase the number of GPISD teachers qualified to teach Bilingual/ESL and SPED. (1) Conduct an audit of college credits; (2) Enroll in bachelor degree and certification program; (3) Provide tuition/fees for enrolled teacher candidates; (4) Identify mentor teacher for each candidate and enroll in TAFE.
Employ 10 Grow Your Own teacher candidates in Bilingual/ESL and SPED in GPISD for at least three years.	Candidates complete a teaching credential with a specialization in ESL or Special Education. (1) Provide TExES teacher certification preparation to prepare the candidate to meet standards on credentialing exams; (2) Provide standard teacher, Bilingual/ESL, and SPED exam fees; (3) Employ teacher candidates.

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 the end of the two year teacher preparation program, 100% of the teacher candidates will graduate with Multidisciplinary Studies with Elementary EC-6th Certification, Special Education or Bilingual/ESL Specialization B.S. and return to the district to serve as a Bilingual/ESL or Special Education teacher for at least three years.

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:

- Benchmark: Recruitment process completed and 10 instructional aides and paraprofessionals identified for the teacher preparation program by May 2018.
- Benchmark: Texas Tech University TechTEACH staff work with candidates to complete course/degree audit by May 2018.
- Benchmark: Texas Tech University TechTEACH staff work with teacher candidates to complete enrollment requirements May 2018.
- Benchmark: Bachelor's program and teacher certification candidates receive stipend and enroll in classes May 2018.
- Benchmark: GPISD teacher assigned as mentor to each teacher candidate and become members of TAFE.
- Benchmark: GPISD enrolled teacher candidates successfully complete 12 credit hours toward Multidisciplinary Studies BS with EC-6th Certification by August 2018.

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

Benchmark: GPISD teacher mentors meet with teacher candidates on a weekly basis.
 Benchmark: Texas Tech University TechTEACH faculty complete 3 site visits with each teacher candidate by June 2019.
 Benchmark : Enrolled bachelor's program candidates successfully complete a total of 36 credit hours toward a Multidisciplinary Studies BS with EC-6th Certification by May 2018.
 Benchmark: Texas Tech University TechTEACH bachelor's and teacher certification program candidates pay tuition/fees paid for 12 credit hours by May 2019 (for summer classes).

Third-Quarter Benchmark:

Benchmark: GPISD teacher mentors meet with teacher candidates on a weekly basis.
 Benchmark: Texas Tech University TechTEACH faculty complete 3 site visits with each teacher candidate by June 2020.
 Benchmark : Enrolled bachelor's program candidates successfully complete a Multidisciplinary Studies BS with EC-6th Certification by May 2020.
 Benchmark: Teacher candidates review process and take practice exams for the Texas Examinations of Educator Standards (TExES) and Professional Practices and Responsibilities (PPR) exams by March 2020.
 Benchmark: Teacher candidates pass the Texas Examinations of Educator Standards (TExES) and Professional Practices and Responsibilities (PPR) exams, and the Bilingual/ESL Supplemental or Special Education Supplemental exams by May 2020.

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.

Under the direction of the Grand Prairie ISD Deputy Superintendent the Strategic Planning Team of university and district educators drafted a Grow Your Own grant plan. The design plan outlines SMART goals, objectives, benchmarks, activities, and performance outcomes for each semester of the project. Also, a grant timeline was created to specify the date the activities will be initiated and expected date of completion for each benchmark and performance outcome. The district administrator will guide the Strategic Planning Team in utilizing established Site Based Decision Making (SBDM) processes to monitor the implementation of the project. The team will use the timeline to collect and analyze student and project level data at the end of each semester.

Adjustments to the Plan: Problems and challenges are inevitable when implementing a grant program, no matter how well a program is planned. The Strategic Planning Team will collect data on project implementation and teacher candidate progress in coursework. In addition, feedback from project stakeholders will be collected using university course evaluations and Texas Education Agency surveys. The team will meet at the end of each semester. If necessary, grant activities and associated benchmarks will be revised to meet project performance outcomes by the end of the grant period. The team will also complete and submit a bi-annual data collection template to TEA.

Communication: Implementation is a process, not an event. Communication is the key to success. The Strategic Planning Team will serve as a conduit of communication between the teacher candidates, district, and university. A written agenda for each meeting will be developed and the group will maintain official minutes that include progress toward meeting the SMART goal and semester benchmarks. Formative evaluation reports that include bi-annual data sent to TEA will be created at the end of the first semester (fall 2018) and presented to the Grand Prairie ISD Superintendent and the District Improvement Committee. Summative evaluation reports will be created at the end of each school year and presented by the Superintendent to the Board of Trustees. Board reports will be published on the district website. Continuous communication with the school and community will empower all stakeholders to review project progress and achievements and recommend changes to meet targeted performance outcomes.

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 GPISD Career and Technology Education department offers a comprehensive program that is designed to prepare students to be successful whether they choose to pursue higher education, technical or trade school, or to enter the workforce after completing their high school education. Course offerings and content are continuously monitored to ensure that programs are current with today's technology and are relevant to the requirements of today's employer. Education pathway courses are offered at Dubiski Career High School (DCHS), Grand Prairie High School (GPHS), Young Woman's Leadership Academy (YWLA) and South Grand Prairie High School (SGPHS). The education pathway begins in 9th grade as students take Principles of Education and Training which is designed to introduce learners to the various careers available within the Education and Training Career Cluster. In the class, students analyze their own interests and review educational and career information to investigate various careers within the Education and Training Career Cluster. Students interested in continuing the education pathway take Career and Technical Education (CTE) courses during 10th grade including Family and Community Services and Child Development and Lifetime Nutrition and Wellness. In their junior year of high school, students in the education pathway enroll in dual credit General Education Core Curriculum courses required to meet requirements of any Texas bachelor degree leading to teacher certification. During the 11th grade, students also join the GPISD chapter of Texas Association of Future Educators (TAFE) to begin participating in conferences, competitions, and events centered around the teaching profession. In their senior year, students enroll in a Practicum in Education and Training course to take dual credit education courses that include classroom observation and participation. By establishing a rigorous education pathway in GPISD high schools, the Grow Your Own program will be expanded in future years.

Teacher candidates selected for the Grow Your Own (GYO) program will be "core complete" which means they have completed the General Education Core Curriculum courses and are ready to pursue the Multidisciplinary Studies with EC-6th Certification B.S degree. A minimum of 124 hours is required for the degree. To be eligible for the GYO scholarship, teacher candidates will sign a contract with the district agreeing to complete the program and teach in a Title I campus of the district for three years after graduation. Texas Tech TechTEACH University education courses will taught online for candidates in the Grow Your Own program. All teacher candidates will begin taking Education courses in June of 2018. The candidates will take 6 credit hours in each summer session and 12 hours in each fall and spring session. The education courses to fulfill degree requirements include:

- Summer 2018 - MATH 3370 Elementary Geography, ASTR 1400 Earth and Space Science, PHYS 1401 Physical Science, ART 3372 Rethinking Art Education, and EDLL 3350 - Children's Literature, and candidates will join TAFE.
- Fall 2018 - EDEL 3300 - Introduction to Teaching, EDLL 3351 - Foundations of Reading Instruction, EDLL 3352 - Language Literacy Acquisition, EDSP 3300 - Exceptional Children and Youth, and participate in at least one TAFE event;
- Spring 2019 - EDEL 4370 - Teaching Mathematics, EDEL 4375 - Teaching Science, EDEL 4360 - Teaching Social Studies, EDSP 4305 - Behavior Management for Students, and participate in at least one TAFE competition;
- Summer 2019 - ESS 3335 Health and Physical Education for Children, GEOG 2351 Regional Geography, BIOL 1401 Life Science, EDEL 2300 Diversity;
- Fall 2019 - EEDBL 3335 - Teaching Linguistically and Culturally Diverse Students in EC-6 Mainstream, EDEL 4000 - Student Teaching Elementary Level V1-12 Semester Credit Hours, EDSP 3303 - Methods for Teaching Students With Mild Disabilities, EDSP 3302 - Assessment and Program Planning for Exceptional Children;
- Spring 2020 - EEDIT 3318 - Applications of Technology in Education, EDEL 4000 - Student Teaching Elementary Level V1-12 Semester Credit Hours, EDLL 4380 - Literacy in the Content Areas, and EDSP 4304 - Methods for Teaching Students With Severe Disabilities;
- Summer 2020 - EDEL 4000 - The candidate will take practice exams and the Texas Examinations of Educator Standards (TExES) and Professional Practices and Responsibilities (PPR) certification exams.

Students who complete the requirements for the degree and who successfully pass the required state competency examinations will fulfill simultaneously all requirements for elementary teacher certification. During the summer of 2020, the teacher candidates will also take the Bilingual Supplemental or the Special Education Supplemental exam to be qualified to teach in Bilingual/ESL or Special Education classrooms in Grand Prairie ISD. Grow Your Own funds will be used to pay for university tuition and fees, certification exam fees, TAFE membership fees and travel to events, and expansion of the education pathway in GPISD high schools.

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. Participant tuition costs (\$10,500 x 10 candidates pursuing both bachelor's degree/certification)	105,000
2. Participant teacher certification exam costs (\$131 plus a \$5 administration fee x 10 candidates)	1,360
3. Participant Bilingual/ESL or SPED certification exam costs (\$131 plus a \$5 fee x 10 candidates)	1,360
4. Textbooks for participants	2,280
5. AFE teacher & student memberships, event/conference participation, travel costs (4 high schools)	4,000
6. Instructional materials and resources for delivery instruction in Education courses(4 high schools)	8,000
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Total grant award requested	122,000

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 - instructional aides and paraprofessionals

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 Grand Prairie ISD Grow Your Own plan has established a recruitment process. Under the guidance of the Deputy Superintendent, a team of administrators met to discuss the qualities instructional aides, paraprofessionals, and long-term substitutes should possess to help the elementary schools recruit high quality teacher candidates. Based on discussions, the team identified desired attributes as bilingualism, content knowledge in reading and math, and positive instructional leadership traits. The committee researched the System for Teacher and Student Advancement Evaluation system which is used each year to evaluate paraprofessional employees. The evaluation measures knowledge in reading, writing and math, as well as, the individual's ability to instruct students in the classroom. The committee decided to review the annual evaluations of aides and paraprofessionals recommended by their building principal to screen prospective candidates. Candidates scoring highest on the evaluation will be recruited to attend an informational meeting about the Grow Your Own project. At the meeting, the prospective candidate will be asked to complete a questionnaire to list participation in school activities, teams, and committees. The candidate will also be asked to submit recommendation forms from at least two supervisors. The search committee will rate each prospective candidate and those scoring highest on the three evaluation tools will be selected for participation in the program. **GPISD recruitment processes have been designed to ensure diversity of the teacher population mirrors that of the student population.** Grand Prairie ISD serves a diverse student population including 18% African American, 64% Hispanic, and 12% White and other races. At this time 20% of teachers are African American which closely mirrors the student population. However, only 21% of teachers are Hispanic. There is a need to recruit and hire Hispanic teacher candidates. For this reason, the district will focus recruitment efforts on instructional aides and paraprofessionals. 75% of aide and paraprofessional positions in the district are filled by Hispanic employees. **The GPISD recruitment strategy addresses pursuit of certification in hard-to-staff areas.** The majority of learners (76%) are from economically disadvantaged homes, and 64% of all students are categorized as at-risk. Finding qualified teachers to instruct in the district is difficult. Finding qualified teachers to teach in hard-to-fill areas such as Bilingual/ESL or Special Education is highly difficult. For this reason, the project will recruit elementary teachers who are working in the Bilingual/ESL, or Special Education programs. **The Grand Prairie ISD Grow Your Own plan includes a MOU.** Grand Prairie ISD has a long standing partnership with the Texas Tech University Grow Your Own project. Through the program, the partners drafted a Memorandum of Understanding which protects the interests of all parties. As conditions of receiving the stipend, the MOU requires the teacher candidate completes all courses and certifications and teaches full-time at a Title I campus in Grand Prairie ISD for at least three years. The MOU clearly states the candidate's responsibilities and consequences if the candidate does not fulfill their responsibilities to become a certified teacher.

