



**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.

701-18-106-098

**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
More highly qualified Bilingual/ESL and Special Education (SPED) teachers are needed to educate over 15,000 English language learners and SPED students.	Identify, recruit, and provide stipends to 10 instructional aides currently employed in Bilingual/ESL and Special Education classrooms who have shown a propensity of interest to teach in these hard-to-fill areas, with existing educational background necessary to complete teaching certification in 2 years.
The number of teacher vacancies in highly specialized areas needs to be reduced by 10 by 2022-2023.	1. Increase length of time teaching in specialized classroom by means of a MOU in the LEA. 2. Rating on T-TESS should be at least "Developing" during the first two years of teaching and at least "Proficient" by the third year. 4. Targeted professional teacher development should begin when aides sign MOU.
Recruitment in Education & Training program of study needs to increase by at least 6% annually.	1. Recruit students during 8th grade for the Education and Training (E&T) high school pathway. 2. Recruit students in Child Development for Instructional Practices. 3. Recruit students in Instructional Practices for the Practicum course. 4. Recruit students in all E&T courses for TAFE participation.

**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.

Promote 100% of the instructional aides receiving stipends and successfully completing educational requirements to full time teachers in Bilingual/ESL and Special Education classrooms. These aides agree to teach in those specialized areas until at least the 2022-2023 school year, thereby reducing the number of vacancies in those hard-to-fill areas while aligning the diversity of the teaching staff to the diversity of the student population. Simultaneously, all comprehensive high schools in the LEA will offer an Education and Training (E&T) pathway each year, with a minimum enrollment of 18 per class by the 2019-2020 school year. Texas Association of Future Educators (TAFE) participation will increase from 50% to 75% through recruitment in the E&T courses using presentations and promotional materials held during the first month of class each semester. At least three TAFE chapters will advance to a State level in at least six competitive events by grant end.

**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) Upon grant award, identify ten instructional aides from Bilingual/ESL and Special Education classrooms who wish to become a Bilingual/ESL or Special Education teacher and are either: a) able to complete certification only requirements and willing to sign a Memorandum of Understanding (MOU) if offered a \$5,000 stipend, or b) within one year of completing a bachelor's degree and are interested in completing teaching certification requirements and willing to sign an MOU if offered a \$10,000 stipend. Application packets and interviews will be used to match demographics, ability to successfully complete the Educator Preparation Program (EPP), and willingness to remain in Bilingual/ESL or Special Education classroom for four to five years, depending on stipend amount (signed MOU). 3) Verify all high schools have Instructional Practices and/or Practicum in Education and Training courses scheduled and staffed for 2018-2019 school year. Ensure 2018-2019 teacher advisor has been identified for all TAFE chapters.

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

1) Verify enrollment of 5 instructional aides in bachelor's degree and 5 instructional aides in teacher certification program for 2018-2019. 2) Verify employment of same 10 instructional aides in Bilingual/ESL or Special Education classroom for 2018-2019 as requirement for receiving stipend. 3) Verify signed MOUs by all instructional aides. 4) Identify growth in Education and Training sequence by student enrollment numbers in the following courses: Instructional Practices, Practicum in Education and Training, Child Development, by high school. 5) Verify a minimum of 40 new students are recruited by the seven TAFE chapters per year and ALL returning students currently participating in TAFE return. 6) Validate TAFE meeting agendas with advisors to ensure preparation for at least one competitive event at the regional level or higher for the 2018-2019 school year.

**Third-Quarter Benchmark:**

1) 100% of instructional aide participants and campus principals will have completed the TEA developed bi-annual survey  
 2) 100% of instructional aide participants who require certification only will have successfully completed requirements and be promoted to a full time Bilingual/ESL or Special Education classroom as the teacher of record.  
 3) All 5 instructional aides enrolled in bachelor's coursework will enroll in final coursework and/or EPP to receive teacher certification.  
 4) All instructional aide participants with a signed MOU will have attended professional development in their specialization  
 5) All high schools will have active TAFE chapters and will have completed at least six competitions at the regional level or higher, with a minimum of three advancing to State.  
 6) Verify enrollment in E&T courses for 2019-2020 year is at least 18 per class.

**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 process used to collect evaluation data will include both personnel and systems. Identification and selection of 5 teacher certification only and 5 bachelor's coursework plus teacher certification instructional aide candidates will be overseen by the Bilingual/ESL and Special Education departments, in conjunction with Human Resources and campus teachers/administrators. Verification of enrollment in institutions of higher education (IHE)/EPP programs by instructional aide participants will be verified through receipt of tuition statement, with payment made directly to the IHE/EPP program. A waiting list will be maintained if program participants find it necessary to withdraw for any reason. Also, coursework review will be examined each semester for satisfactory completion by the selection committee. If a change in IHE/EPP participants is necessary, the selection committee will be notified and the wait list will be used. Another plan adjustment that can be considered if less than the required number of participants occurs is the the addition of instructional aides from other hard-to-staff areas, such as special programs. The number of participants promoted to full time teaching roles in Bilingual/ESL and Special Education and remaining in those classrooms for 4-5 years will be the culminating factor in determining strategy sustainability. Along with T-TESS rankings of the promoted new teachers, we will use these assessment results to determine if continuation of the stipend opportunity for instructional aides in Bilingual/ESL and Special Education classrooms (with a signed MOU) is a viable strategy for reducing the vacancies/increasing the qualified applicant pool in all hard-to-staff areas. The District College and Career Readiness Planner will be used to track all Education and Training (E&T) career cluster course enrollments, and student progression by year within the cluster. Class rosters will be compared to TAFE rosters to measure percentage of E&T students in TAFE chapters. Also measured will be percentage of TAFE students competing at competitions and percentage of TAFE students stating intention to pursue the teaching profession. Costs associated with membership in TAFE will also be collected so that financial considerations to join the association and participate in competitive events is known. This data will also assist with program modification/sustainability decisions in determining if the District needs to consider additional funding to further grow this association. All requested program measures will be tracked through the above-mentioned people and systems. The TEA developed survey will be administered in a timely manner with 100% completion anticipated.

**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.

Socorro ISD will offer Instructional Practices as the third course in the Education and Training (E&T) Career Cluster at all comprehensive high schools. This junior-level course will be targeted for those students currently enrolled in the Child Development course. The Practicum in E&T will be offered as a senior level course at all high schools, completing the 4-year endorsement program. High school counselors will enroll all students from the current-year E&T course to the next level course in the coherent sequence.

The teacher of record will hold a Family & Consumer Science TEA certification. Teachers who are innovative, passionate about their profession, and able to convey that passion to young students will be sought during the teacher interview process. In an effort to change the perception of teaching as a profession, the District feels it is critical to have a highly-qualified and committed teacher who is excited to pass on her/his love of teaching to students. The teacher(s) will also be the advisor for the Texas Association of Future Educators (TAFE) chapter at their campus, integrating TAFE activities into coursework.

In order to grow the number of students selecting this career cluster, Socorro ISD will begin exposure to the E&T Career Cluster far earlier than high school, with presentations made by high school students (and teachers) currently in the program to 7th and 8th grade students. After informational materials have been presented, 8th grade students interested in Education & Training will create a 4-year high school plan on the District's College and Career Readiness Planner. All students who select this pathway will be signed up by the high school counselor for the first course in the sequence.

All high schools will house TAFE chapters that will meet monthly, host literacy nights at the elementary schools (fall and spring), participate in philanthropic activities such as visits to El Paso Children's Hospital and visits to adult living centers. All TAFE students will participate in a mock TAFE competition in preparation for regional competition. Competition topics will be covered during their E&T classes throughout the school year. Additional practice will be held after school as competitions draw near.

A unique opportunity designed to create excitement and investment in the teaching profession will be the opportunity for students in the Instructional Practices and the Practicum in Education and Training courses to gain a teaching internship, where these junior and senior high school students will go into elementary and middle schools to work with teachers as student teachers, prepare lesson plans, deliver an actual, recorded lesson, and gain experience for a full year and a half. It is this student teaching experience that we believe will have the greatest impact in building excitement and motivating students to teach - a hands-on, engaged practical real-world experience that builds connections from students to students.

**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 and teaching certification stipend for 5 instructional aides @ \$10,000 each	50,000
2.	Teaching Certification Only stipend for 5 instructional aides @ \$5,000 each	25,000
3.	Student travel for State TAFE competitions (36 students * \$300)	10,800
4.	E&T/TAFE Instructional materials and consumables (\$2000 * 5 poster makers)	10,000
5.	Indirect Costs (Restricted rate = 6.046%)	5,790
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Total grant award requested		101,590

**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 Instructional Aides

**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.

It is anticipated that the selection process will be competitive for instructional aides desiring stipends to complete coursework/certification requirements to receive a promotion to a full-time teacher position. Those wishing to pursue the stipend/promotion opportunity would submit their name, cumulative college GPA, and a minimum of two letters of professional recommendation to their campus administrator. The aide's teacher, along with the campus administrator and the Bilingual/ESL or the Special Education Coordinator would review this data, along with a classroom observation rating, job attendance rating, and group assessment rating of desirability to promote aide to a full time teacher position. This material would be submitted to Human Resources, who would interview candidates, verify application accuracy, and offer the 10 top candidates stipends to complete their educational requirements upon signing a Memorandum of Understanding (MOU) stating their willingness to remain with the District in the hard-to-staff area where they are currently employed as an aide. The majority of the instructional aides in Socorro ISD have a similar demographic profile as the students in our district, with 92.56% Hispanic-Latino (2016-2017 Fall PEIMS) and 71% economically disadvantaged.

Length of MOUs will vary between 4 and 5 years, depending on the size of the stipend. Those only needing certification would be required to sign for 4 years, 3 years as a full time teacher. Those needing coursework and certification would be required to sign for 5 years, 3 years as a full time teacher. The MOU will also state that instructional aides will attend all targeted teacher professional development during the IHE/EPP timeframe while being mentored by an experienced teacher in the specialization area. Finally, the MOU will state that the instructional aide will be promoted to a full time teacher in the specialization area upon the next available opening in the District.