



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

NOGA ID [REDACTED]

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
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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 **O'Donnell ISD** CDN or Vendor ID **153903** ESC # **17** Campus # **01** DUNS # **091887653**
 Address **400 Small Street** City **O'Donnell** ZIP **79351** Phone **806-428-3241**
 Primary Contact **Dr. Cathy Palmer** Email **cpalmer@esc17.net**
 Secondary Contact **Melissa Clark** Email **mclark@esc17.net**

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 **Cathy Palmer, Superintendent** Signature  Date **03/09/2018**

Grant Writer Name **Dr. Cathy Palmer** Signature  Date **03/09/2018**

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

701-18-106-062

RFA # **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
Increase number of qualified teachers applying for district teaching positions	Create a systematic program that promotes the education profession. Dual Credit courses, CTE Courses earning the Public Service Endorsement, system wide supports that encourage younger children to become teachers, and use FCCLA and TAFE to encourage teaching as a profession will be included.
Increase number of Hispanic applicants for district teaching positions so that the teacher demographic better matches the student's demographic.	The program will encourage diversity by allowing low socioeconomic and Hispanic students to have a gateway into college and into the teaching profession. The district will pay part of the cost of dual credit by reimbursement upon completion. These students will be recruited by to the district.
Increase qualified teachers in high needs area of instruction - LOTE Teacher. This area is hard - to - staff in a small rural district such as OISD.	Create a platform for a substitute/aide with a Bachelor's degree to earn certifications to teach Spanish through the ESC4 program - Alternative Certification.

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.

Pathway 1 - By the end of May 2020, OISD will have a Public Service Endorsement and Dual Credit Courses instructed by a Master Degreed teacher.

Pathway 2 - By the end of May 2019, OISD will employ one certified Spanish teacher committed to serve for 4 additional years in the district.

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:

Pathway 1 - 1 teacher will be enrolled in the Masters of Education program by August 2018. Documents will be submitted to the Superintendents office upon enrollment.

Pathway 2 - 1 individual with a Bachelor's Degree will be enrolled in the alternative certification program by August 2018. This individual will be seeking certification in a hard - to - staff area and will be the same demographic as the majority of the students.

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

Pathway 1 - 20% of 9th and 10th grade students will be enrolled in the foundational program course for education and training, Principles of Education and Training, by December 2018. The teacher earning her Master's degree will submit grade reports and enrollment information detailing progress.

Pathway 2 - By December 2019, the teacher will be enrolled and registered for the SBEC LOTE test and a meeting to explore progress will be completed by the campus principal.

Third-Quarter Benchmark:

Pathway 1 - The students enrolled in the foundational program course for education and training Principles of Education and Training, 20% of the 9th and 10th grade student population, have successfully completed the course as demonstrated on report cards. The teacher, who is earning the Master's Degree, has successfully completed 18 hours of the required courses as indicated on her transcript.

Pathway 2 - By May 2019, the teacher candidate has completed the certification requirements and has taking the appropriate SBEC test for certification. Upon receipt of the certification, it will be filed with the Superintendent's office.

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.

Pathway 1 - At each benchmark, the data will be collected/submitted, Master teacher work, Alternative Certification work, student enrollment data and grades. Adjustments will be made using this data as needed. Recruiting will be done through the organizations and the teacher leader so that the 20% goal will be established at the beginning of the school year, August 2018. If teachers have not enrolled in program, the monies will be used to support another individual. If the teacher needs additional time, we the Superintendent, who holds a Doctorate in Education, will support and guide the teacher and the classes so that the goals can be met with the Dual Credit courses.

Since the individual that is enrolling in the Master's Program is an employee of the district, it will just expand her duties and will not cost the district any additional funds. The individual who will receive this stipend was raised in this school and all of her children attend it. It is truly the promotion of "Grow Your Own".

Pathway 2 - The individual that is enrolling in the alternative program is also from O'Donnell, raised here and lived here until he went to college to attain his Bachelor's degree.

The teacher candidate will turn in data and meetings will be established to monitor progress toward certification. The Alternative Certification program requires progress checks and these checks will be submitted to the campus principal. If the individual needs support, the mentor teacher will meet weekly to help in deficiencies. The teacher will submit testing enrollment data and the results upon completion. If the teacher needs to retest, the district will notify the teacher candidate of an additional training to support them in the test.

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.

In August 2018, we will enroll a minimum of 5 9th and 10th grade students in Principles of Education and Training. All students who enroll in these classes will be members of TAFE and will participate in at least one competition and attend the yearly conference. In Spring 2020, after the teacher has received 18 hours, the school will offer dual credit courses simultaneously with the Public Service endorsement courses.

These course with the PEIMS number will be the secondary course provided to the students. These courses will be administered by the teacher who is earning her Master's Degree using grant funds.

- * Principles of Education and Training 13014200 - 9th and 10th grade year.
- * Human Growth and Development 13014300 - 10th and 11th Grade Year
- * Instructional Practices 13014400 - 11th and 12th Grade Year
- * Practicum in Education and Training 13014500 - 11th and 12th Grade Year
- * Extended Practicum in Education and Training 13014505 12th Grade Year

The program OISD will be implementing will require the following courses which have already been approved by South Plains College:

- * Child Development CDED 1321: The Infant and Toddler
- * Child Guidance CDEC 1319 Child Guidance
- * Instructional Practices in Education and Training CDEC 1311: Educating Young Children and CDEC 1303: Families, School and the Community
- * Practicum in Education and Training: CDEC 1167: Practicum - Child Care Provider/Assistant

During the Practicum the students will work with teachers at OISD. The TAFE chapter will begin in August 2018. The FCCLA chapter at OISD is already established and travels to the meetings regularly and currently has a student as a Regional Director. These chapters will work collectively to continue to promote the high standards of character and respect while encouraging the teaching profession.

Teaching is a high demand job in our area - ranking number 5 from the list of the local and regional workforce data. O'Donnell ISD offers an outstanding opportunity to address this workforce need because the students can be groomed in a small school environment with a support system that will encourage the students to become teachers. OISD needs to have teachers that match the student demographic and by Growing our Own, we can do this. Many of our graduates come back to live, if they come back and become teachers in the school, they will enhance the learning and build a culture of learning in the community.

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 1 times \$13,000 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 1 times \$5,500 5,500

Total of above two lines 5,500

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 1 times \$3,000 3,000

Funding Request

Pathway 1 13,000

Pathway 2 5,500

Pathway 3

Education and training courses 3,000

Total grant funds requested 21,500

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.	Reimburse 18 hours toward Master's Degree	13,000
2.	Reimburse Alternative Education Program Enrollment	5,000
3.	Certification Test	500
4.	Travel	1,500
5.	Supplies for Classroom	1,500
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Total grant award requested		21,500

**Grow Your Own Grant
Pathway 1 Grow Your Own Program Attachment**

Pathway 1: Master's Degree Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select quality teachers who will facilitate the Education and Training course sequence and receive grant funds to pursue their master's degree.

- € The plan must address their process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, etc.
- € The plan must also address how the applicant has considered the following in their recruitment strategy: experience and proficiency of teachers and field-experience-classroom teachers, degree to which the diversity of teacher population mirrors that of the student population, and teachers and field-experience-classroom teachers in traditionally hard-to-staff areas.
- € The plan should also include a description of the Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

- When the grant became available, the Superintendent sent out an email to the entire staff asking for interested parties. When there was little response, she then reached out to a teacher leader on the elementary campus. This individual uses data successfully to help students achieve. She also has a passion for teaching and learning. She also has a willingness to develop a program that will lead students to the teaching profession.
- The teacher that will be completing the Master's degree in Education and teaching the Public Service endorsement classes has been teaching for 22 years. She has taught at O'Donnell for 6. She grew up in O'Donnell and now teaches in the elementary she grew up in. She is an example of "Grow Your Own" and understands the need to develop diversity in the profession. She works with primarily Hispanic and economically disadvantaged students and seeks to equip them with knowledge that will make them successful.
- The Memorandum of Understanding (MOU) outlines a commitment of the teacher to complete the 18 hours minimum before Fall 2019 and then a Master's Degree completed by end of 2020. During that time and for 2 additional years, the teacher commits to remaining employed by O'Donnell ISD.

IHE and LEA Partnership: Applicant must describe the plan to develop a partnership between the IHE and LEA.

- € The plan must include an explanation of the potential partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits. The plan must also include a description of the intended timeline to develop the dual credit partnership by the time of the participant's successful completion of the master's degree program.

O'Donnell ISD currently has a partnership with South Plain College to offer dual credit classes to our students. This year, 14 students are enrolled in a total of 99 college credit hours. OISD reimburses students for classes that are successfully completed at the end of each semester. Currently, OISD offers Child Development as a college course from South Plains along with others. Once the teacher completes the proper training, the Public Service endorsement will be combined with the Dual Credit program and will be offered on the OISD campus. The Timeline for implementation of this program: Summer 2018 – Teacher Enrolls in Courses, Develop Master Schedule including public service endorsement and offer Principles of Education and Training in Fall 2018. Fall 2018 – Enroll Students in Principles of Education and Training, Summer 2019 – Teacher Continues course work but applies at South Plains to be a Dual Credit teacher after earning 18 hours. Fall 2019 – offer Human Growth and Development as a Dual Credit Course.

Student Recruitment: Applicant must articulate how they plan to recruit students to participate in the Education and Training course pathway.

- € The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- € The plan must also include a description of how the LEA leadership (district and school based) and staff will motivate students to enter and persist in the Education and Training courses.

- Since we are a small school, we have opportunity to speak with our students often about their future careers. We joined TAFE this year as a school and have begun encouraging students to join TAFE as well as FCCLA. We will begin in elementary school speaking to the students about the outstanding profession – education. In 4th and 5th grade, the profession will be explored in career extensions. These extensions include counselor information during the school day to explore possible career choices and the requirements to be successful. In Junior high, students will have opportunity to explore the profession in the career explorations course. In 8th grade, students and parents attend a meeting exploring all options in the high school experience and this program will be presented to students and parents. Traditionally, these meetings occur at night and then parents establish the students PGP following with one – one meetings with the counselor. It will be emphasized that it will be a dual credit course and the school will reimburse parents upon successful completion. The Master's degreed teacher will be involved in all steps and will develop a program that highlights the positive influence students can have on others and the opportunities this profession gives to an individual.
- Our student population is 75 percent economically disadvantaged and 80 percent Hispanic; however, our teaching staff is predominately White. With the program, we plan to encourage more Hispanic students to enter into the education profession. The majority of our students will be the first generation in their family to attend college and this program will offer them a program of study that their parents can embrace. The program will be offered to all students no matter their performance on the state testing. They will however have to successfully pass the TSI to take the courses as dual credit.

- The Education and Training courses will be offered beginning in 9th grade. Students will become members of TAFE and FCCLA and will participate in activities related to those organizations. OISD has an FCCLA program with students participating in conferences and competitions. Currently, OISD has a student serving as a Regional Leader in the organization. During the students 11th and 12th grade year, the students will have rotations in the elementary school working with students on academics as well as mentoring them. These rotations will be established with the elementary teacher and the elementary principal by the Master's degreed teacher.

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.

1

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.

- O'Donnell ISD has one individual on campus that hold a Bachelor's degree in Spanish but does not have certification. He is currently serving as a long term substitute. The individual is currently enrolling in an EPP – ESC 4 to earn the certification. This individual is Hispanic and grew up in O'Donnell. He has a unique relationship with the students and is highly recommended by the principal and fellow teachers. He is greatly involved with the community. He coaches Baseball, Basketball and Football.
- O'Donnell ISD employees primarily white teachers but our student population is primarily Hispanic. The individual that will receive these grant funds is Hispanic and was raised in O'Donnell. He directly mirrors the community in which he serves. He also holds a degree in Spanish which is an area that is hard to staff. OISD has found it traditionally very difficult to find effect Spanish teachers with all the necessary certifications.
- The Memorandum of Understanding (MOU) outlines the teacher's commitment to stay for the year that he earns his certification and then 3 more additional years. He will be serving in a full – time teaching role.