



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

Texas Education Agency®

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
 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 **West Oso ISD** CDN or Vendor ID **178-915** ESC # Campus # DUNS #
 Address **5050 Rockford Drive** City **Corpus Christi** ZIP **78416** Phone **361-806-5900**
 Primary Contact **Christopher Summers** Email **Christopher.Summers@westosoid.net**
 Secondary Contact **Kimberly Moore** Email **Kimberly.Moore@westosoid.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 **Christopher Summers** Signature  Date **3-09-2018**

Grant Writer Name **Kimberly Moore** Signature  Date **3-09-2018**

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

701-18-106-067

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
There is a need for a stable, highly qualified teaching staff overall, but especially at the high school level which had a 61% turnover rate last year.	1. Continue to hire teacher candidates who grew up and graduated from WOISD. his/her content or grade level. 2. Continue to implement First Year Teacher Academies; this is a teacher PD induction program. Each beginning teacher is matched with a trained mentor in his/her content or grade level.
There is a need for finding highly qualified teachers in the following critical areas: Bilingual Education, Mathematics, Science and Spanish.	1. The GYO Grant will support paraprofessionals with strong potential to be successful classroom teachers. 2. Build upon strong School-University Partnership with Texas A & M University Corpus Christi by expanding our field basing program to all four of our district's campuses.

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.

West Oso ISD will support five current paraprofessionals to complete their bachelor's degree and receive their initial teaching certification by the end of the 2019-2020 school year. West Oso ISD will support five current paraprofessionals who have a bachelors degree in a content field to complete an alternative certification program by the end of the 2018-2019. All ten paraprofessionals will teach for three years at West Oso ISD once they complete their certification program.

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 paraprofessionals seeking their bachelor's degrees will complete 15 hours of university coursework with a 3.0 GPA.
2. The paraprofessionals seeking alternative certification will challenge the content test, receive their probationary certificate, begin their alternative certification program, and complete their first probationary semester teaching in West Oso ISD. These teachers will receive satisfactory observations.

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

1. The paraprofessionals seeking their bachelor's degrees will complete 30 hours of university coursework with a 3.0 GPA.
2. The paraprofessionals seeking alternative certification will pass their PPR exam, successfully complete their probationary year of teaching, and receive a standard teaching certificate.

Third-Quarter Benchmark:

1. The paraprofessionals seeking their bachelor's degrees will complete their field basing experience. These teacher candidates will pass their content exam, fulfill all testing requirements for student teaching (TSI or SAT scores) and secure a student teaching assignment.
2. The paraprofessionals seeking alternative certification will finish their first semester of teaching at West Oso ISD on a standard teaching certificate.

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.

Program evaluation sources will include university transcripts for GPA and data on credits earned by teacher candidates. University field supervisors, cooperating teachers, and campus administrators will observe and provide feedback to participants. Results of certification examination will be utilized for evaluation data as well. Participants that are in the certification only program will be evaluated using T-TESS.

If the evaluation data shows that there are paraprofessionals struggling in their university coursework or in passing their certification exams, the program administrator will serve as a liaison to connect the participant with intervention resources at the IHE. In addition, staff members of the Curriculum & Instruction department have experience with teaching certification preparation courses. Depending on the need, there may be individual tutoring or a small group workshop offered to support participants in passing these exams.

All first year teachers in WOISD are assigned a mentor. The mentor submits monthly reports to the Curriculum & Instruction department documenting meetings and sharing any concerns. If the evaluation data reveals that a teacher is struggling, the mentor can help model lessons as well as allow the novice teacher to observe highly effective teaching on campus. The teachers will be also provided targeted professional development opportunities WOISD is part of the South Texas Curriculum Consortium, a network of 23 local districts that provide professional development.

The First Year Teacher Academies (FYTA) are West Oso ISDs essential way of supporting novice teachers. While there is a structured curriculum for the training days (6 days for 1st year teachers, and 3 days each for teachers in years 2 and 3), there is flexibility in the content of each day that would allow for this professional development to be tailored to the specific needs of the current group of beginning teachers. The FYTA are organized by the Curriculum & Development department that includes a primary and secondary instructional facilitator, a STEM coordinator, an instructional technology specialist, as well as the Director of Curriculum and Instruction. Each of these staff will be available to intervene to support the novice teachers.

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.

West Oso ISD has one high school and it currently offers the first three Education and Training Pathway courses: Principles of Education, Child Development and Instructional Practices. Practicum in Education and Training will be added to the catalog and offered during the 2019-2020 school year. Currently, there are thirty-three students enrolled in Principles of Education and thirty-two students enrolled in Child Development. Therefore, the support and funding from the Grow Your Own Grant would help create the coherent sequence of courses at the high school.

Ms. Drusilla Lomas currently teaches the two Education and Training courses. She has a Master's degree in Educational Administration. This is her thirty-third year in education of which she has spent the last sixteen in West Oso ISD. Ms. Lomas has sponsored Texas Association of Future Educators (TAFE) clubs in the past as well as Family Career and Community Leaders of America (FCCLA) clubs. In 2012, eleven TAFE club students participated at the regional level and two students advanced to the state level competition. The Grow Your Own Grant funds will assist with the renewal of both clubs in order to create a more robust program in West Oso ISD.

Students who participate in the TAFE and (FCCLA) clubs will be required to participate in local competitions in the hopes of advancing to regional and state competitions. The funds will also assist with classroom and competition supplies, registration fees and CTSO teacher and travel expenses.

West Oso ISD has a strong partnership with Texas A & M University Corpus Christi. Undergraduate teacher candidates have completed field basing in the fall and are currently student teaching at John F. Kennedy Elementary School. This semester, teacher candidates will be guest speakers for the Principles of Education and Training courses at the high school. It will give the high school students the opportunity to listen to current university students and ask questions about their educational pathway.

All four schools in West Oso ISD are within a three mile radius. Next school year, Ms. Lomas plans on organizing trips to John F. Kennedy Elementary (Pre-K to 2nd grade) and West Oso Elementary (3rd -5th grade). The high school students will observe classroom teachers and spend time learning the Principals of Education and Training. They will also have opportunities to work with elementary students as homework helpers, reading buddies, mentors and/or tutors. Students in the Child Development courses will observe prekindergarten classes at John F. Kennedy Elementary. They will also be able to confer with the teachers and ask questions regarding early childhood development.

In the Instructional Practices course, after the first six to eight weeks of classroom observations, they will prepare instructional materials, plan lessons and direct instruction. Classroom teachers will also explain how they disaggregate student data to help guide their instructional activities and spiral skills. They will also learn effective classroom management techniques and how to communicate with parents. Providing high school students the opportunity to work side by side with teachers in district will help them determine whether a teaching career is what they want to pursue. If so, it will create a strong pipeline of teachers within our district.

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 for five teachers pursuing BA and certification	\$50,000
2. Tuition for five teachers pursuing certification only	\$25,000
3. Certification testing for ten teachers	\$1,300
4. Professional Development for teachers during probationary year	\$2,500
5. Administrative costs including support for reporting, accounting, monitoring, and evaluation	\$3,700
6. Supplies for Education and Training Courses	\$1,000
7. Supplies to support Texas Association of Future Educator Activities	\$1,000
8. Travel costs associated with TAFE competitions	\$1,000
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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.

There will be a total of 10 paraprofessionals. Five of the paraprofessionals will be seeking their undergraduate degree and certification. Five of the paraprofessionals will be seeking certification only.

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 student body of West Oso ISD is predominantly Hispanic (87.8%) with 10.2% African American and 2.2% white. The African American teaching staff mirrors the student population of 10.2%. Hispanic teachers make up 60.9% of the teaching staff and 28.2% of the staff is white. There is a continued need to focus recruitment on Hispanic teachers in order that the teaching staff more directly represent the demographics of the students in the district. The paraprofessional staff has a higher percentage of Hispanic employees. The grant would allow five of our paraprofessionals to complete a BA and a teacher certification program. The grant would allow five of our paraprofessionals who have an undergraduate degree to complete a teacher certification program.

Recruitment would involve information sessions at each campus. In addition to making this opportunity available to all current paraprofessionals, campus administrators would have individual meetings with paraprofessionals that hold degrees in critical need areas, encouraging them to apply. The candidates would complete an application process. The application would include several questions including:

1. What contributions have you made to West Oso ISD (please list any activities that you have been involved in outside of your classroom responsibilities)?
2. Why do you want to be a participant in the Grow Your Own grant?
3. Why do you specifically want to work as a certified classroom teacher in West Oso ISD?

Applicants will be asked to submit their last three years of evaluations. In addition, each applicant will be asked to provide two letters of recommendation. When choosing which applicants, the program administrators will take into consideration choosing paraprofessionals with experience and/or coursework in the critical need subjects.

