



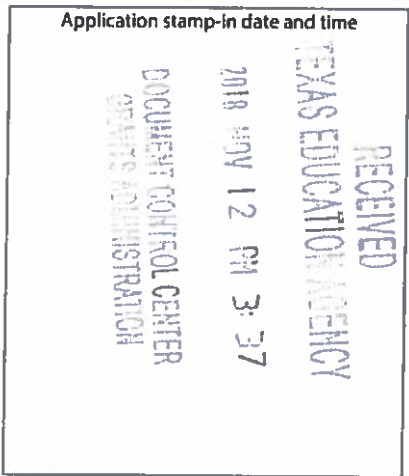
2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation **General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue, Austin, TX 78701-1494



Grant period from **Pathway 1 and 2: January 1, 2019 - May 31, 2021**
Pathway 3: January 1, 2019 - June 30, 2020

Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

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, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title

Email Phone

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.

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC 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.

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
76% of the CHS staff holds a bachelors degree, while only 23.4% of the CHS staff holds a Masters degree. More graduate degrees will equate to more dual credit opportunities for students in Education and Training Pathway. CISD discontinued education and training pathway in the past due to lack of interest. LEA desires to establish principles of education and training courses at Edge Middle School in order to expand interest.	CISD will provide a stipend for teacher with masters degree who will offer a new Dual Credit Education & Training Pathway, establish sections of Instructional Practices and Practicum of Educational and Training, promote current staff member with graduate degree to role of CTE Administrator to monitor progress towards strategic goals for dual credit & career & technical education; implement principles of education and training course at Edge Middle School; to promote benefits of pathway; and, establish local TAFE chapter to support efforts by participating in competitive events.
39.5% of CHS students are minorities, while 81.8% of staff are Caucasian. (2016-17 TAPR) CHS desires a teaching staff whose diversity is reflective of its student body.	CHS would like to offer the opportunity to current paraprofessionals and long term substitutes who reflect the diverse needs of the school district to earn an undergraduate degree and/or teaching certificate
Rural location and low pay (\$4511.00 below the state average) cause high turnover rates (19% in 2017-18) and difficulties in hiring qualified candidates.	Utilize support of programs like GYO and an approved EPP in assistance to current district staff who are already invested in the school and community in receiving degrees and teaching 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.

CISD will consistently remain focused on the goal of growing and recruiting qualified diverse teachers to the field of education and permanent employment with Community ISD. By the end of the 2018-19 school year Community ISD will identify 2 current teachers whose credentials qualify them to teach dual credit courses in the education and training pathway; promote or hire a staff member who currently holds a graduate degree to serve as a CTE Administrator to assist and monitor LEA candidates for teaching certification, bachelors degrees, and/or graduate degree; recruit current staff members who meet established criteria for participation in the GYO program who desire to earn a bachelors degree or teaching certification; assist candidates in enrolling for training and/or courses through the provision of a stipend; establish local TAFE chapter to promote education career pathway. For the 2019-2020 school year, CHS will offer at least two sections of Instructional Practices for Dual Credit. Additionally, EMS will offer at least two sections of principles of education and training courses to 8th grade students in order to promote the education and training pathway and recruit for the CHS pipeline

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

March 2019: Identify two staff members who currently hold or desire to complete credentials to teach education and training pathway in collaboration with local IHE for dual credit with support of stipend no later than the beginning of the 2019-2020 school year; recruit students for new dual credit education and training pathway; identify para-professionals, long-term substitutes, and/or other stakeholders who qualify to earn undergraduate degree and/or teaching certification through support of a stipend; identify staff member who currently holds a graduate degree for promotion to role of CTE Administrator to offer support to teacher candidates recruited by the district; identify staff member who is qualified to teach principles of education at Edge Middle School in order to expand student interest in the education and training pathway. Additionally, CISD intends to identify 7 paraprofessionals, long term substitutes or other stakeholders who desire to earn either an undergraduate degree and/or a teacher certification. All candidates will be enrolled in training needed to reach goals on specified timeline by March of 2019, signed MOU will be executed between CISD and candidates. Benchmark: Recruitment process completed and 7 instructional aides and paraprofessionals identified for the teacher preparation program by January 2019.
 Benchmark: Texas A&M Commerce, Region X ESC, or other IHE work with candidates to complete course/degree audit by January 2019. Benchmark: Texas A&M Commerce, Region X ESC, or other IHE staff work with teacher candidates to complete enrollment requirements January 2019
 Benchmark: Bachelor's program and teacher certification candidates receive stipend and enroll in classes January 2019. Benchmark: CISD CTE Administrator assigned as mentor to each teacher candidate and become members of TAFE.
 Benchmark: CISD enrolled teacher candidates successfully complete 15 credit hours toward Multidisciplinary Studies BS with Texas Teacher Certification by May 2019.

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

June 2019: Master schedule for the 2019-2020 SY will reflect at least one section of Dual Credit Instructional Practices at CHS for each teacher who is the recipient of the GYO stipend; two sections of principles of education and training at EMS; and a plan will be defined for implementing a local TAFE chapter at CHS and EMS. Each future educator who was identified for the GYO Pathway II will have completed a minimum of 6 hours of college courses toward completion of an undergraduate degree or a minimum of 1/3 of the required hours through EPP for teacher certification. Candidates and campus principals will complete the bi-

annual TEA survey.; signed MOU will be reported between local IHE and LEA. Benchmark: CISD CTE Administrator meets with teacher candidates on a weekly basis.

Benchmark: Texas A&M Commerce, Region X ESC, or other IHE 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 2019.

Third-Quarter Benchmark

September 2020: CHS and EMS will report number of students successfully recruited for the education and training pathway for the 2020-2021 school year; undergraduate degree and teacher certification candidates will report successful progress towards completion of the assigned program; CHS will report the number of students enrolled in Instructional Practices for Dual Credit; CTE Administrator will have begun role of support and mentoring for GYO Pathway II Candidates and GYO Pathway I Teachers. Benchmark: CISD CTE Administrator meets with teacher candidates on a weekly basis.

Benchmark: Texas A&M Commerce, Region X ESC, or other IHE faculty complete 3 site visits with each teacher candidate by June 2021. Benchmark: Enrolled bachelor's program candidates successfully complete a Multidisciplinary Studies BS with EC-6th Certification by May 2021.

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 2021.

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.

CISD has assigned a District CTE Administrator to oversee, implement, and monitor all grant activities and the completion of all performance indicators at the end of each quarter. Furthermore, the District CTE Administrator has established strong partnerships with academic advisors at IHE's and ESC X alternative teacher certification personnel to identify available support systems and resources to ensure ongoing communication with candidates of their progress made on a quarterly basis. Communication is the key component, therefore the District CTE Administrator will be responsible for coordinating efforts between IHE, EPP and participating candidates to collect data at the end of each quarter, including the number of candidates pursuing a bachelor degree plan and an education preparation program, the number of coursework hours candidates are attempting each semester, candidate demographic information, tuition fee reimbursements, expenditure reporting in TEAL, the number and type of teacher certifications attained and finally the number of candidates promoted to full-time teaching positions in the 2020-2021 school year.

District and campus level administrators will evaluate data at the end of each quarter to facilitate, monitor, and reinforce positive candidate behaviors in an effort to employ certified teachers in hard-to-staff positions and increase the diversity of professional certified teachers in the district. If a candidate is not on track to meet coursework requirements, at the end of each reporting semester, the district site coordinator will reach out to all parties involved to coordinate efforts and implement changes designed to correct the problem. All parties will then work to identify specific supports and/

or resources to help the candidate(s) meet the identified performance indicators in the plan to continue working toward teacher certification. At the end of the grant period, CISD will continue to support and build capacity of its candidates by assigning them to a mentor, providing ongoing professional staff development opportunities, and utilizing the Texas Teacher Evaluation Support System (T-

TESS) in order to provide continuous, timely, formative and summative feedback to improve instructional practices. The district will continue to strengthen its partnerships with IHE and EPP personnel to leverage information and resources to encourage others, including students in the Education & Training courses at BHS, to pursue the teaching profession.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- Participants and candidates will commit with an MOU 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.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Partner LEAs and EPP will share program performance measures on a quarterly basis.
- EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the 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, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

The CISD Advanced Academics Department shares its goal to offer 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 will be continuously monitored to ensure that programs are current with today's technology and are relevant to the requirements of today's employer.

Interest in education pathway courses declined over recent years and eventually were no longer offered in CISD. With the support of the Grow Your Own Grant CISD will be able to revive an education and training pathway.

CISD plans to begin the education pathway in 8th 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 9th grade including Child Development and Lifestyle 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 9th grade, students will also join the CISD chapter of Texas Association of Future Educators (TAFE) to begin participating in conferences, competitions, and events centered around the teaching profession. Additional opportunities to enroll in SkillsUSA will be provided to students if they desire. 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 CISD high schools, the Grow Your Own program will be expanded in future years.

Teacher candidates selected for the Grow Your Own (GYO) program will ideally be "core complete" which means they have completed the General Education Core Curriculum courses and are ready to pursue the Multidisciplinary Studies with

Teacher Certification B.S. degree. A minimum of 120 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 four years after graduation. ESC Region X, Texas A&M University Commerce, or another IHE will teach education courses online for candidates in the Grow Your Own program. All teacher candidates will begin taking Education courses in January of 2019. The candidates will take 12 credit hours in each summer session and 15 hours in each fall and spring session. The education courses to fulfill degree requirements may include the following to list a few examples:

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.

• 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;

• EDEL 4370 - Teaching Mathematics, EDEL 4375 - Teaching Science, EDEL 4360 -

Teaching Social Studies, EDSP 4300 - Behavior Management for Students, and participate in at least one TAFE competition.

• ESS 3335 Health and Physical Education for Children, GEOG 2351 Regional Geography, BIOL 1401 Life Science, EDEL 2300 Diversity

• EDBL 3335 - Teaching Linguistically and Culturally Diverse Students in EC-6 Mainstream, EDEL 4000

Student Teaching Elementary Level VI-12 Semester Credit Hours, EDSP 3303 - Methods for Teaching Students With Mild Disabilities, EDSP 3302 - Assessment and Program Planning for Exceptional Children,

3318 - Applications of Technology in Education, EDEL 4000 - Student Teaching Elementary Level VI-12 Semester Credit Hours, EDL 4380- Literacy in the Content Areas, and EDSP 4304 -

Methods for Teaching Students With Severe Disabilities:

• 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 2019, 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 Community ISD. Grow Your Own funds may be used by teacher candidates to pay for university tuition and fees, certification exam fees, TAFE membership fees and travel to events, and expansion of the education pathway in CISD schools.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

The Community ISD Grow Your Own plan has established a recruitment process. Under the guidance of the Executive Director of Advanced Academics, 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 being quality, 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. CISD recruitment processes have been designed to ensure diversity of the teacher population mirrors that of the student population. Community ISD serves a diverse student population including a minority population of 39%. At this time 81% of CHS teachers are Caucasian which does not mirror the student population. There is a need to recruit and hire minority teacher candidates. For this reason, the district will focus recruitment efforts on instructional aides and paraprofessionals. Finding qualified teachers to instruct in the district is difficult. Finding qualified teachers to teach in hard-to-staff areas such as, CTE, Bilingual/ESL, or Special Education is highly difficult. For this reason, the project will seek to specifically recruit educators to fill aforementioned hard-to-hire roles. The Community ISD Grow Your Own plan includes a MOU. Community ISD has a long standing partnership with local IHE, Collin College. 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 in Community ISD for at least four years. The MOU clearly states the candidate's responsibilities and consequences if the candidate does not fulfill their responsibilities to become a certified teacher.

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 Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit 2 X \$11,000 = 22000.00

Number of teachers who are teaching Education and Training courses, but not for dual credit 1 X \$5,500 = 5500.00

Number of high schools with existing Education and Training courses in 2018-2019 X \$6,000 =

Number of high schools without existing Education and Training courses in 2018-2019 1 X \$9,000 = 9000.00

Total Request for Pathway 1 36,500.00

PATHWAY TWO

Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only X \$5,500 =

Number of candidates pursuing both a bachelor's degree and a teacher certification 7 X \$11,000 = 77000.00

Request for Pathway 2 77000.00

Request for Pathway 1 36500.00

Total Combined Request for Pathways 1 & 2 113500.00

PATHWAY THREE

Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment X \$22,000 =

Number of candidates participating in an intensive pre-training service program X \$5,500 =

Total Request for Pathway 3

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)	BUDGET
Stipends for 2 Teachers teaching Dual Credit Education and Training Courses	20,000.00
Stipend for 1 Teacher teaching Education and Training Course (non-dual credit)	5,000.00
Support for 7 Staff Members pursuing bachelors degree and teaching certification	70,000.00
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)	BUDGET
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
Supplies for Education and Training Courses	6,000.00
Support and Supplies for LEA TAFE Chapter at CHS and EMS	3,000.00
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)	BUDGET
Administrative Costs (District CTE Administrator)	9,500.00
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs

TOTAL AMOUNT REQUESTED

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher 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.

3

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

X This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.

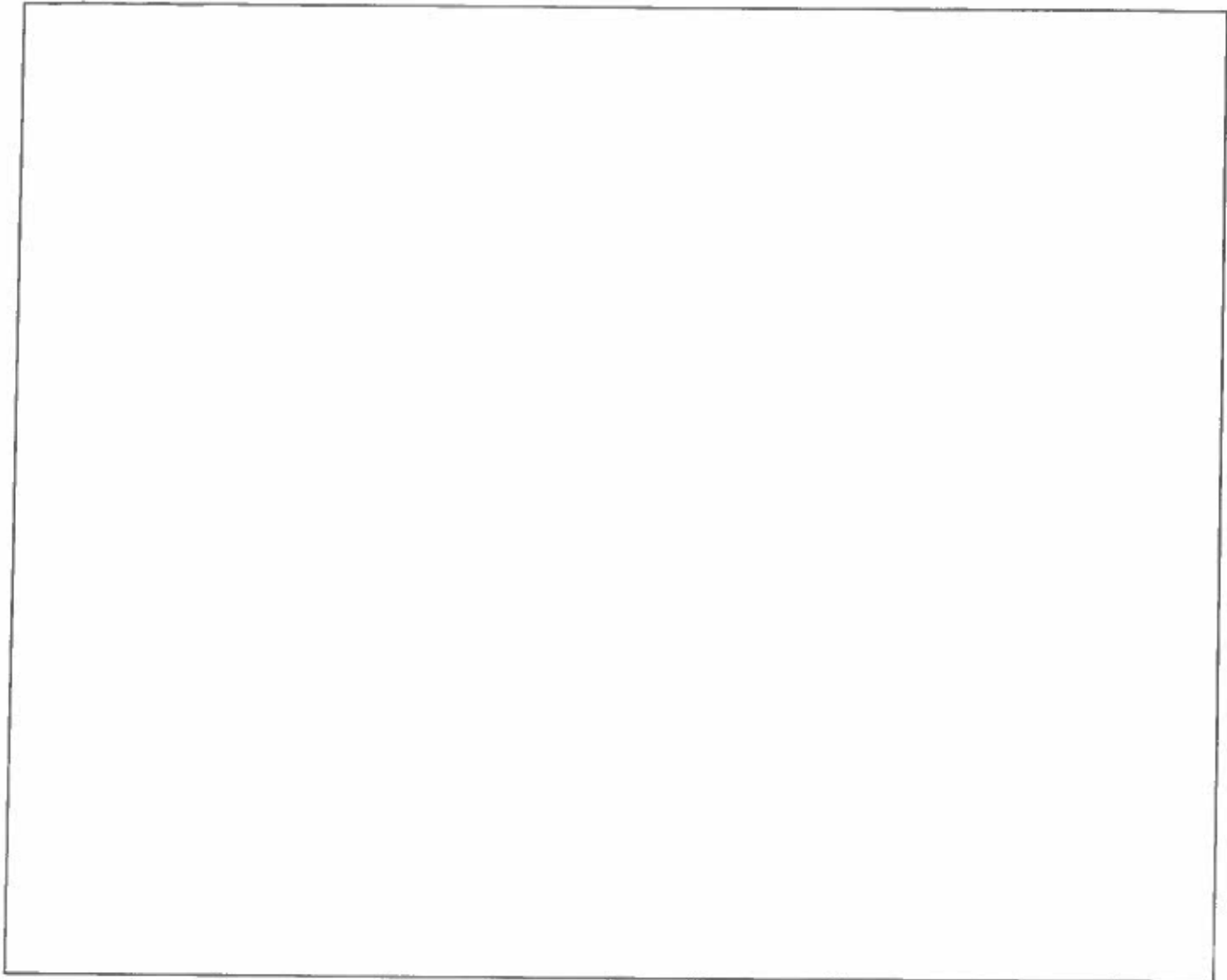
X The plan must include strategies to increase enrollment in each course each year.

X The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Education & Training Plan: In the 2019-2020 school year, Community ISD will begin to offer students opportunities to participate in the Education and Training program of study which introduces students to various careers within the Education and Training Career Cluster. Included in our course offerings are plans for Principles of Education and Training at EMS, Child Development, Instructional Practices, Dual Credit Instructional Practices, AA in Education through collaboration with local IHE Colling College, and Practicum in Education & Training I (Dual Credit) and Practicum in Education and Training (Dual Credit). Coordination of activities between CTE teachers, Campus Counselors, Campus Administrators, District CTE Administrator, and Executive Director of Advanced Academics are focused on facilitating EMS and CHS students to develop personal graduation plans that identify an endorsement(s), lead to certification(s) in a CTE coherent sequence of courses, provide opportunities to earn dual credit, provide opportunity to earn an associate degree in education, and reflect success in rigorous and challenging core academic subjects.

The CISD Education and Training program will include effective efforts to provide students with strong experiences, such as involvement in community career activities that include work-based and project-based learning opportunities, career counseling sessions to identify strengths, and attending regional, state, and national Career and Technical Student Organization activities in the form of Texas Association of Future Educators (TAFE) and/or SkillsUSA. Through TRAFLES, the framework of the TAFE organization and the SkillsUSA Framework, students have opportunities to provide service and leadership, build networking skills, demonstrate teaching abilities, and explore educational fields associated with the teaching profession.

Additionally, CISD CTE Administration and the Department of Advanced Academics will collaborate with the CISD department of Public Relations to recruit qualified GYO candidates. CISD is committed to evolving from a small, rural district into a destination school district with rapidly expanding student opportunities. CISD plans to recruit from staff members who already possess an invested interest in the district, and who plan to stay employed by CISD throughout their career in education.



Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

X The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.

X The plan must include marketing and recruitment strategies to increase student interest and persistence.

X 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.

CISD annually plans and organizes a Career Pathway Fair and activities to continuously provide students with CTE course offerings and opportunities to enroll in dual credit, honors, and advance placement courses to potentially earn 26 hours of post-secondary credits upon graduation with our ultimate goal of providing the opportunity to become core complete or earn an associate degree. Additionally, Education & Training Interns also have an opportunity to log 240+ hours in teaching related duties in elementary and secondary classrooms. CISD has established partnerships with Institutes of Higher Education in an effort to support students in the Education and Training program to pursue the teaching profession and to work toward a 6 yr. or 8 yr. plan that can lead to an endorsement, licensure/certification, associate degree and/or bachelor's degree. The district will continue renewing its Memorandum of Understanding with Collin College in Collin County. CISD is committed to working toward increasing the number of dual credit courses offered at CHS. The district continuously works and communicates with Institutes of Higher Education to support its students to continue their post-secondary education, for example the district works to facilitate our CHS students to graduate with a diploma, to enroll at Collin College to pursue an Associate of Arts in Teaching degree, and then transfer to Texas A&M University Commerce to graduate with a Bachelor of Science in Interdisciplinary Studies to become a certified teacher.

Community High School provides career guidance, college readiness, and academic counseling to all students. Students in the Education and Training courses will be provided linkages to future education and training opportunities. These opportunities include post-secondary site visits to enhance student educational experiences and participate in teaching field activities, non-traditional career counseling, equitable access training, financial aid planning activities, and review of state, local, and national workforce needs.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

X The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.

X The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

X All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Community ISD has an existing relationship with Colling College to provide dual credit opportunities for students. Collin College is a 2-year Texas Community College. Credits earned through Collin College are transferable to any State College in Texas.

Since CISD has an existing relationship with Collin College, we will be focused on having the credentials of our staff members examined by Collin College in order to have our staff members teach dual credit courses on our campus.

CISD currently has a MOU with Collin College that is submitted with this application.

CISD plans to offer dual credit education and training courses in the fall of 2019.

CISD is including an example of the MOU for GYO candidates with this application.

CISD has received a letter from leadership from Collin College sharing support for the GYO application for CISD.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles (required only if applying for Pathway 2 funds in addition to Pathway 1)

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

7

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

X The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.

X The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

CISD, a high-needs rural LEA, plans to be actively involved in the development of a quality partnership project that includes a collaborative effort of Texas A&M Commerce, Region X ESC, Collin College and other IHE's who share our vision of becoming a destination school district.

CISD will improve academic outcomes for the students served in the rural LEA in partnership with local IHE's. This initiative will facilitate the academic growth so desperately needed to transform CISD campuses into high-performing schools that ensure the advancement of students by establishing a stable learning environment in which children can thrive and that is enhanced by highly-qualified teachers who can break the cycle of poverty, low-expectations and ill-preparedness.

CISD believe this can be overturned resulting in higher scores on standardized tests and providing students the opportunity for achieving a higher level of education. CISD seeks to move beyond "met standards" to "masters".

CISD will focus on the organizational supports that hone better routines for teaching practice and sustain instructional improvement. At the core of these new understandings is a call to abandon traditional professional development; that is, professional development in the form of trainings and workshops that are externally delivered and intended for building the knowledge of individuals. Instead, we must strengthen learning organizations and instructional leadership to drive continuous professional learning and improvement through collaborative, professional learning community routines. To make true progress for children and teachers—and to make investments pay off—CISD will look beyond individual teachers and classrooms.

CISD will build professional capacity across the entire organization.

CISD is committed to realizing and sustain meaningful improvements in the quality of teaching and learning for all stakeholders.

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

Fiscal Agent	County-District Number

Member LEA	County-District Number
Pathway 1 and 2	2019–2021 Grow Your Own Grant Program, Cycle 2



MEMORANDUM OF UNDERSTANDING

Community Independent School District AND Grow Your Own Candidate

1. **Parties:** This Memorandum of Understanding (hereinafter referred to as "MOU") is made and entered into by and between the Community Independent School District , whose address is PO Box 400, Nevada, Texas and _____, whose address is _____.
2. **Purpose:** The purpose of this MOU is to establish the terms and conditions under which Community Independent School District and the candidate will partner to facilitate entry of qualified, diverse candidates into the teaching profession in order to address teacher shortages in hard-to-staff areas, changes in the demographics of student populations which outpace that of teacher populations, declining perception of the teaching profession and successfully meeting and completing the timeline and expectations of the Grow Your Own Grant.
3. **Term of MOU:** This MOU is effective upon the day and date last signed and executed by the duly authorized representatives of the parties to this MOU and shall remain in full force and effect starting in January 2019 to May 2021. This MOU may not be terminated, without cause, by either party upon January 2019 to May 2021 or written notice, which notice shall be delivered by hand or in person to the address listed above.
4. **Responsibilities of Community Independent School District:** Pathway 2 Grow Your Own program grants will be awarded at \$5,000 per participating paraprofessional /instructional aide/long- term substitute teacher pursuing teacher certification and \$10,000 per participating paraprofessional/instructional aide/long-term substitute teacher pursuing a bachelor's degree and teacher certification, with a maximum of 10 participating teacher candidates. Community ISD will hire candidates as certified teachers upon their successful completion of the grant timeline and expectations, pending availability of teaching positions.
5. **Responsibilities of Candidate:** Candidate must not hold a teacher certification in the state of Texas and must possess the capacity to graduate with a bachelor's degree and teacher certification within the timeline of the grant. As a condition of receiving the grant stipend, the candidate must also commit to remain in Community ISD for a minimum of 4 years in a full-time teaching role, provided the district has teaching positions available. The candidate will report semester progress, and/or any issues /changes made toward completing timeline activities

including the number of course hours attempted, and the number of hours attained. Candidates will use awarded funds to complete the following grant initiatives:

2019-2020 Timeline

- Participants without a bachelor's degree continue degree coursework and graduate with bachelor's degree and/or teacher certification
- Participants who possess a graduate degree will become the teacher of record for a minimum of one section of Instructional Practices for Dual Credit in the 2019-2020 school year.

2020-2021 Timeline

- Participants with a standard teacher certification return to LEA as a full-time teacher
- Participants without a bachelor's degree complete degree coursework and graduate with bachelor's degree, past the teacher certification exams and return to the district as a full-time teacher.
- Participants who possess a graduate degree will become the teacher of record for a minimum of one section of Instructional Practices and a minimum of one section of Practicum of Education and Training for Dual Credit in the 2019-2020 school year.



Renda Songer
Community ISD
PO Box 400
Nevada, Texas 75173

RE: Grow Your Own Grant,

Dear Mrs. Songer,

We are excited to hear that Community ISD intends to apply for the TEA Competitive Grow Your Own Grant. Collin College is committed to continuing its partnership with Community ISD. We understand the goal of recruiting and retaining highly qualified teachers is of great importance to Texas Public School Districts. We look forward to collaborating to provide opportunities for students of Community ISD in pursuing higher education focused on becoming a certified educator in the State of Texas.

Certainly being the recipient of the Grow Your Own Grant would provide financial support to reach this goal. Collin College offers a number of courses that would provide relevant and engaging learning for future teachers. Additionally, our partnership with numerous universities allow students to easily transfer college hours earned at Collin College towards a 4 year degree.

Please let us know how we can be of assistance. We look forward to helping Community ISD "Grow Their Own."

Sincerely,

Dr. Brenda Kihl
Executive Vice President
Collin College

Collin County Community College District

Collin Higher Education Center | 3452 Spur 399, McKinney, Texas 75069

☎ 972.599.3100 | www.collin.edu

Collin College is an equal opportunity institution and provides educational and employment opportunities without discrimination on the basis of race, color, religion, sex, age, national origin, disability, veteran status or other legally protected class.

COMMUNITY ISD

Copeville | Josephine | Lavon | Nevada



November 6, 2018

Community ISD is dedicated to providing opportunities for students to develop college readiness and career development. As the President of the Community ISD School Board, I am proud to acknowledge the support of the Community Independent School District Board of Trustees for the Grow Your Own Competitive Grant Application from Community ISD.

The vision of Community ISD is to inspire students, staff and the community to BELIEVE, LEAD, UNITE and EXCEL. The mission of Community ISD is to function in partnership with an engaged community. We will create an uncompromising commitment to excellence by empowering learners in the Brave Nation where success is celebrated, and everyone is valued. I cannot think of another profession that so eloquently embodies both the vision and mission of our school district than that of an educator.

Community ISD plans to continue an expansion of our dual credit program in partnership with our local institution of higher education Collin College. Additionally, we feel confident that we will be able to identify a number of paraprofessionals, long-term substitutes, and current staff members who will be eager to take advantage of the opportunities provided through the Grow Your Own Grant from the Texas Education Agency.

We ask that you please consider our application in earnest.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mike Shepard', written in a cursive style.

Mike Shepard
Community ISD School Board President

COMMUNITY

Home of the Braves



November 6, 2018

As the Superintendent of Community Independent School District in Nevada, Texas it is my pleasure to write this letter supporting the important work of the Community ISD Department of Advanced Academics in writing the grant application for the 2018-19 2nd Cycle of the Texas Education Agency Grow Your Own Grant. The potential resources provided under this grant will be essential to Community ISD's transformation from a small, rural school district to a rapidly expanding destination school district. We seek to offer initiatives that support personalized learning, school culture, professional development, and extended learning opportunities for all students. The members of the Community ISD School Board, the Community ISD Education Foundation, and I are committed to continuously supporting all aspects of the education and training CTE pathway.

As a leading advocate for personalized learning and expansion of dual credit opportunities for students, I can assure you that:

- You will have the oversight and support from my district administrative leadership team to ensure the full and effective implementation of all initiatives proposed within the Grow Your Own grant;
- Data will be used to drive decision-making that informs instructional practices, identifies student needs, and is used to make adjustments to better meet those needs;
- Schedules that build in time for teachers' analyses and use of data, professional learning communities for teacher collaboration and learning, and a variety of opportunities for extended learning to meet individual student needs will be in place at the start of school year 2019-20; and
- I have full confidence in Community ISD's Executive Director of Advanced Academics, Mrs. Kenda Willingham, to lead the important initiatives proposed within this grant application and increase student achievement.
- On behalf of Community ISD, I pledge my support for the implementation of this exciting career pathway and thank you for the opportunity to submit our grant application.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Nivens", with a stylized flourish at the end.

Dr. Roosevelt Nivens
Superintendent of Schools
Community Independent School District

**Collin County Community College District and
Community Independent School District**
Partnership Agreement for 2018-2020



Collin County Community College District (Collin College) and the Community Independent School District (Community ISD) hereby enter into the following partnership agreement to provide opportunities for high school students to concurrently enroll in college courses and programs. This agreement is written in accordance with Title 19, Part 1, Chapter 9, Subchapter H of the Texas Administration Code pertaining to partnerships between secondary schools and public two-year colleges.

Collin County Community College District and the Community Independent School District agree to enter into a partnership to award dual course credit. Concurrent enrollment allows students to be enrolled in high school and college at the same time. Dual credit courses are available to concurrently enrolled students and award both high school and college credit for the same class. Unless noted, this partnership agreement applies to concurrent enrollment for dual credit only.

STUDENT ELIGIBILITY REQUIREMENTS

Prior to enrolling in college classes, students must satisfy Texas Success Initiative (TSI) requirements. The TSI assessment is a test in reading, writing, and mathematics that is required of all students taking college-level courses at a public college in Texas. Students must also satisfy all college local assessment requirements.

High school students may be exempt from state-mandated testing if they meet the qualifying standards listed in the current Collin College Catalog. Exemptions may be extended for the SAT, ACT, or STAAR English III or Algebra II tests. Dual credit students may be able to use temporary waivers (TSI waived for one year) with appropriate scores in PSAT, Aspire, STAAR English II or Algebra I.

Students may also be exempt if they are enrolling in workforce education courses contained in a Level I certificate or a program leading to a credential of less than a Level I certificate.

Students must have permission from the high school to enroll. The college must be notified if students are receiving dual credit or if students are early admissions only.

Students must provide an official copy of their high school transcript and complete all admissions forms.

DUAL CREDIT FACULTY QUALIFICATIONS

All instructors will meet the minimum requirements to teach as specified by the Commission on Colleges of the Southern Association of Colleges and Schools.

The college shall select, supervise, and evaluate instructors for courses which result in the award of dual credit.

Instructors teaching dual credit courses will be required to meet the same standards, reviews, and approval procedures used by the college to select all college faculty.

Official transcripts of all faculty must be kept on file at the college.

COMPENSATION

Faculty employed with the school district who teach a dual credit course under this Agreement outside of their regular duty hours with the school district are considered employees of Collin College for the purposes of the dual credit course. As employees of Collin College, such faculty will be paid for services rendered under this Agreement in accordance with Collin College's faculty compensation plan.

Faculty employed with the school district who teach a dual credit course under this Agreement as part of their regular duty hours with the school district will remain employees of the school district and not receive additional compensation from Collin College. All Dual Credit faculty qualifications outlined in this agreement still apply. Collin College will pay the school district the equivalent of the current associate faculty rate of pay and dual credit stipend for the course as consideration for the faculty member teaching the dual credit course.

LOCATION AND STUDENT COMPOSITIONS OF CLASSES

Dual Credit courses may be taught on one of the college's campuses, at the high school, or at an agreed upon location.

Courses will be comprised of dual credit high school students only or of dual credit high school students and college credit students. High school students will not be allowed to concurrently enroll in college courses for high school credit only.

HIGH SCHOOL FACILITIES AND SCHEDULE

The district must provide an atmosphere which promotes a collegiate environment for classes which includes adequate classroom facilities, and ensures no disruptions of college classes for announcements, pep rallies, etc., or removal of students from class to conduct high school related activities. After a term's registration period has started, changes cannot be made to the college's class schedule, unless there are extenuating circumstances.

Dual credit courses will follow the Collin College academic calendar. If the high school calendar is different from that of Collin College, the Independent School District will ensure that a classroom and facilities are available for the scheduled college class.

STUDENT SERVICES

High school dual credit and concurrent enrollment students will have access to all college academic and student support services including, but not limited to, libraries, electronic library resources, writing centers, tutorial services, assessment, admissions, and academic advisement. Some services are available only on Collin College's campuses.

High school dual credit and concurrent enrollment students agree to abide by all Collin College policies and procedures as outlined in the current Student Handbook.

Students with disabilities who need accommodations must apply for disability services, provide current documentation, and be determined eligible for the accommodations at Collin College. Not all students who qualify for modification for high school classes will be eligible for accommodations in college classes.

If determined eligible for academic accommodations at Collin College, students must request accommodations each semester. Dual credit course location will determine who provides the academic accommodation needs determined by Collin College's ACCESS Department. Dual credit course accommodations offered on the high school campus are provided by high school personnel. Dual credit course accommodations offered on a Collin College campus will be provided by Collin College personnel.

ELIGIBLE COURSES

All courses offered for dual credit will be identified as college-level academic courses in the current edition of the Lower Division Academic Course Guide Manual or as a college level technical course in an Associate of Applied Science (AAS) degree or certificate program. Collin College does not offer physical education activity courses for dual credit.

The college will ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards will be upheld regardless of the student composition of the class.

Courses listed in the attached Appendix B have been approved for the 2018-2020 academic years. Programs listed in the attached Appendix C have been approved for the 2018-2020 academic years.

Additional courses may be added with verbal approval from the Independent School District and Collin College. An Appendix D may be added to reflect such changes at the request of either Community ISD or Collin College.

GRADING CRITERIA

Students will be expected to meet all requirements of the dual credit and concurrent enrollment class and will receive letter grades on their Collin College transcript. College faculty will provide numeric grades at the end of the semester to be weighted or factored into the student's high school grade point as determined by the high school district. Mid-term grades will be provided upon request. Faculty members teaching dual credit courses will alert both the college liaison and the designated high school counselor of any students having academic difficulty.

TRANSCRIPTION OF CREDIT

High school and college credit will be added to the students' transcripts immediately by the high school and college upon the student's completion of the dual credit course.

FUNDING PROVISIONS

State funding for dual credit courses will be available to both the Independent School District and Collin County Community College District based upon the current agreement between the Commissioner on Education and Commissioner of Higher Education.

Tuition and fees will be collected from high school students unless evidence is presented documenting the high school student's eligibility for the reduced or free lunch program in the school district. All dual credit students are responsible for purchasing their own textbooks and other required course materials.


TERMINATION

It is agreed that either party may terminate this agreement effective thirty (30) days after the receipt of written notification.

ADDITIONAL SERVICES

Both parties agree to add the College and Career Counselors Initiative as described in Appendix A.

APPROVAL SIGNATURES



Dr. Roosevelt Nivens, Superintendent
Community Independent School District

8/22/18

Date



Dr. H. Neil Matkin, District President
Collin County Community College District

8-6-18

Date

APPENDIX A: COLLEGE AND CAREER COUNSELORS INITIATIVE

PURSUANT to the terms of the Partnership Agreement, both Parties agree to include the College and Career Counselors Initiative program between the School District and the College District, as described therein. Both Parties desire to describe the terms and conditions set forth in the Services in this Exhibit that are added to or changed from the Partnership Agreement. The parties understand and agree that this Partnership Agreement is the controlling document which governs the relationship between the parties regarding the modified Services and the rights and obligations of the parties arising by virtue of the Partnership Agreement. This exhibit only applies to the College and Career Counselors Initiative program and these terms only apply to this program.

NOW, THEREFORE, the parties, intending legally to be bound, agree as follows:

1. BACKGROUND

The following additions are hereby incorporated into the Collin County Community College District and the Local Independent School District Partnership Agreement to support the College and Career Counselors Initiative.

2. COLLIN COLLEGE WILL PROVIDE THE FOLLOWING

2.1 A College and Career Counselor assigned to the high school on a daily full-day or part-day basis in a part-time role (20 hours per week)

3. COMMUNITY ISD WILL PROVIDE THE FOLLOWING

3.1 Office space for the College and Career Counselors to meet with students and or parents

3.2 Access to students for College and Career Advisement

4. FUNDING PROVISIONS

4.1 All salaries, fringe benefits, professional development, local travel, supplies for the College and Career Counselor will be provided by Collin College.

5. TERMINATION (ONLY APPLIES TO COLLEGE AND CAREER COUNSELOR PROGRAM)

5.1 Should funding for the program be eliminated mid-year, all project activity may cease.

5.2 Should funding be eliminated at academic year end, all project activity may cease. Neither Collin College nor the Local ISD will be required to fund the program.

5.3 However, should the College and Career Counselor initiative prove to be as successful as expected, both parties may continue the activity, based on a renegotiated funding mode

APPENDIX B: COURSES APPROVED FOR COMMUNITY ISD/COLLIN COLLEGE DUAL CREDIT FOR THE 2018-2020 ACADEMIC YEARS.**ECON 2301 Principles of Macroeconomics**

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

ENGL 1301 Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

ENGL 1302 Composition II

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required. Prerequisite: ENGL 1301. 3 credit hours.

ENGL 2327 American Literature I

A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Prerequisite: ENGL 1302 or ENGL 2311. 3 credit hours.

ENGL 2328 American Literature II

A survey of American literature from the Civil War to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. Prerequisite: ENGL 1302 or ENGL 2311. 3 credit hours.

GOVT 2305 Federal Government

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

GOVT 2306 Texas Government

Origin and development of the Texas Constitution, structure and powers of the state and local government, federalism and inter-governmental relations, political participation, the election process, public policy and the political culture of Texas. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

HIST 1301 U.S. History I

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

HIST 1302 U.S. History II

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War, and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

MATH 1314 College Algebra

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. Graphing calculator required. Lab required. Prerequisite: Meet TSI college-readiness standard for Mathematics; or equivalent. 3 credit hours.

MATH 1342 Elementary Statistical Methods

Collection, analysis, presentation and interpretation of data and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended. Graphing calculator required. Lab required. Prerequisite: Meet TSI college-readiness standard for Mathematics; or equivalent. 3 credit hours.

PSYC 1300 Learning Frameworks

A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g. learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. 3 credit hours.

SOCI 1301 Introduction to Sociology

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance. Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent. 3 credit hours.

APPENDIX C: PROGRAMS APPROVED FOR COMMUNITY ISD/COLLIN COLLEGE DUAL CREDIT FOR THE 2018-2020 ACADEMIC YEARS.

Associate of Arts (AA) Degree

The following requirements must be met:

1. Earn a minimum of 60 college-level credit hours.
2. Earn a minimum of 18 credit hours at Collin College.
3. Earn a minimum cumulative grade point average (GPA) of 2.0
4. Complete the general education core curriculum of 42 credit hours.
5. Complete a minimum of 18 additional credit hours of degree requirements and electives.
6. Complete the degree requirement for the AA degree:
 - * At least one sophomore-level literature course (3 credit hours). This requirement may simultaneously meet the Humanities core requirement.

Associate of Science (AS) Degree

The following requirements must be met:

1. Earn a minimum of 60 college-level credit hours.
2. Earn a minimum cumulative grade point average (GPA) of 2.0
3. Earn a minimum of 18 credit hours at Collin College.
4. Complete the general education core curriculum of 42 credit hours.
5. Complete a minimum of 18 additional credit hours of degree requirements and electives.
6. Complete the mathematics and science degree requirements for the AS degree:
 - A. Complete at least six credit hours of mathematics from the AS Math course options. Three credit hours of these mathematics will also meet the Mathematics core requirement.
 - B. Complete at least eight credit hours of natural science from the AS Science course options. A two-course sequence is recommended. These Science courses will meet the Natural Science core requirement.

Associate of Arts in Teaching (AAT) Degree

The following requirements must be met:

1. Earn a minimum of 60 college-level credit hours.
2. Complete the General Education Core of 42 credit hours.
3. Earn a minimum cumulative grade point average (GPA) of 2.0.
4. Earn a minimum of 18 credit hours at Collin College.
5. Complete all the courses listed for one of three AAT diploma options.

Collin offers degree plans with three specializations in mind: early childhood through grade 6; middle grades (grades 4-8); and high school (grades 8-12).



Mr. Michael Westfall, Principal of Community High School

November 7, 2018

Texas Education Agency

RE: GYO Grant Application

To whom it may concern,

I am honored to write in support of a grant application from the Community ISD College & Career Readiness Department that would greatly assist with reinstating a CTE Career Pathway for Future Educators. Through this letter, we acknowledge specific roles and responsibilities we will fulfill in the likelihood we are awarded this honor. Community High School will fully abide by the responsibilities of the grant with regard to offering required courses in the Education and Training Pathway for dual credit, forming a TAFE and SkillsUSA Chapter for our students enrolled in Education and Training courses, and recruiting current employees who are fully committed to Community ISD and who would like to complete an undergraduate or graduate degree, and/or teaching certification.

We are grateful for the opportunity to apply and hope that you will give sincere consideration for our application.

Sincerely,

Michael Westfall
Community High School
michael.westfall@communityisd.org



Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701-1494

November 7, 2018

To whom it may concern,

Attached please find a grant application for the 2019-2021 Grow Your Own Grant Program, Cycle 2. Community ISD is excited about the possibility of renewing the education and training program at Community High School and providing an additional avenue for dual credit. Additionally, we look forward to providing the opportunity for staff to complete their teaching certification and/or higher education degree.

We ask that you consider our application. Enclosed you will find the following:

1. TEA Grant Application for Pathways 1 & 2 – Grow Your Own Grant, Cycle 2
2. Pathways 1 & 2 Program Attachment
3. Example Memorandum of Understanding – CISD and GYO Candidate
4. Letter of Support from Collin College
5. Letter of Support from Community ISD School Board President – Mike Shepard
6. Letter of Support from Dr. Roosevelt Nivens: Superintendent of Schools CISD
7. Letter of Support from Mr. Mike Westfall: Principal Community High School
8. MOU between Collin County Community College and Community ISD

Please don't hesitate to contact us with questions or concerns.

Warm regards,

Renda Songer
College & Career Readiness
Community ISD
renda.songer@communityisd.org
972-843-6530