



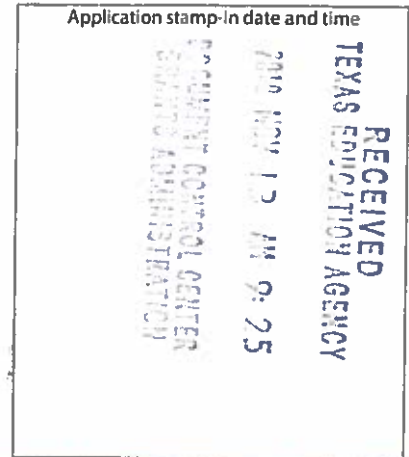
2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

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
Coalition districts hire 100 teachers annually and have a turnover rate of 27.4%. Fewer than 3 qualified applicants are received for each position leaving districts to rely on alt-cert or DOI 56% of the time.	Create a partnership with an undergraduate, high-quality EPP to prepare as teachers individuals with ties to the district and regional community.
Across coalition districts, 66% of students represent minority demographic groups, while only 21% of teachers represent the same groups.	By recruiting and preparing current instructional aides to be teachers, increase by 5% the percentage of teachers who represent minority demographic groups; and more fully articulate a pathway to teaching for current high-school students enrolled in ETC.
No district in the coalition currently offers ETC for dual credit leaving ETC at 80% below coalition capacity for teacher production.	Add to at least 3 of the 5 coalition districts offering of ETC courses for dual credit and implement aggressive recruiting plans to boost course enrollment.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By SY 2021, 36 newly prepared, demographically representative, qualified candidates will earn their bachelor's degree, be recommended for teacher certification in district-defined hard-to-staff areas and have signed contracts of employment including a three-year commitment to teach in one coalition districts. In addition, 150 high school students will complete ETC courses and participate in a district TAFE organization at two regional and two state events by May 2021. By SY2021, three coalition partners will transition their ETC courses to dual-credit offerings in partnership with their regional community college (i.e., Western Texas College or Howard College).

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

January to July 2019 (1)

- ETC teacher recruited | MOU with ETC teachers developed and signed for SY2019
- Site coordinator for Big Spring, Coahoma, Forsan and Lamesa are prepared
- 19 cohort 1 Pathway 2 candidates recruited and entering the EPP
- MOU with candidates is developed and signed by cohort 1 candidates |MOU with EPP is developed & signed
- Demographic profile of entering 19 candidates more closely approximates school profile than in past year | obstacles are identified for those not entering | preparation is underway for 19 cohort 2
- Recruitment for ETC closes gap on 80% offering deficiency | ETC launched in four new high schools for SY2019

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

August to December 2019 (2)

- At least two instances of local publicity of EPP program launch
- 100% of cohort 1 Pathway 2 candidates are making satisfactory progress through EPP
- Initial numbers for cohort 2 Pathway 2 candidates are reported
- SY2019 enrollment in ETC courses = 75 across all districts
- ETC students participate in one regional TAFE event
- At least one instance of local publicity about TEA GYO

Third-Quarter Benchmark

January to August | August to October (3) to December 2020

- 100% of cohort 1 Pathway 2 candidates continue making satisfactory progress through EPP
- 19 eligible cohort 2 Pathway 2 candidates are recruited, enrolled and start the EPP in July 2020
- SY2020 enrollment in ETC courses = 75 across all districts
- ETC students participate in the state TAFE conference
- ETC students participate in one regional TAFE event
- At least one instance of local publicity about TEA GYO

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The monthly "governance" meetings hosted by Snyder ISD and attended by ISD, EPP and community college representatives will be the primary mechanism for monitoring and evaluation. Most monthly meetings will take place via video conference, but at least one time during each benchmark period, face-to-face meetings will be held in Snyder ISD. At each meeting, representatives will gather/present/consider information from the following categories associated with the benchmarks:

EPP partnership & implementation

- Candidate progress through the EPP and creation and institutional signature of EPP MOU
- Recruitment / support of candidates with local ties to the district and community
- # eligible candidates in cohort 1 intending/entering/completing the EPP
- # of potential candidates preparing for cohort 2
- Interactions of EPP and community college with ETC teachers and students

Demographic match of teachers and students

- # of paraprofessionals, instructional aides or long-term substitute teachers entering the EPP
- Demographic profile of entering candidates for cohort 1 and 2
- Changes in demographic profile of high school students enrolling in ETC

ETC implementation and production

- Creation and signature of district(s) MOU with ETC faculty member
- Enrollment in ETC courses | challenges and solutions
- Enrollment in AAT program at regional colleges (Western Texas College and Howard College)
- Progress toward MOU and dual-credit offering through regional colleges (Western Texas College and Howard College)

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

One size doesn't fit all

The leaders of the districts in this coalition all share the goals of the grant program, but local context requires a slightly different approach to meeting this program requirement. Snyder ISD already has in place a fully-functioning "Read, Set, Teach" program linked to the AAT at Western Texas College, and approximately 20% of high school students enrolled in dual-credit offerings. Snyder, therefore, is electing to continue on with the current RST teacher, who has exhibited effectiveness in growing the program, and provide dual-credit for core courses rather than EDUC 1301 and EDUC 2301. An MOU detailing the amounts and uses of additional funding associated with this proposal will be created stipulating that the teacher receiving funding associated with ETC offerings will commit to remain in the district for one year beyond the funding cycle (i.e., until end of SY2022).

Districts in the vicinity of Howard College, however, will benefit from an innovative approach aimed at supporting GYO efforts in the region. Specifically, the College will offer EDUC 1301 and EDUC 2301 for dual credit via online delivery. A Howard College faculty person will teach these courses online to students in four school districts (i.e., Big Spring, Coahoma, Forsan & Lamesa ISDs). The funding allocated for teacher stipend in the RFA will be reallocated to help pay tuition for attending the College and completing the EDUC courses and to fund travel for all district-involved personnel and the Howard College faculty person to attend the summer Teacher Institute and support student organizations. The MOU associated with stipend and student organizations will be subsumed in the institutional MOU associated with dual-credit offerings.

Innovative Allocation Helps Meet Need

Duties that would typically be handled by the high school teacher at the individual district will be handled by College & Career Coordinators (or similar position) in each district. These duties include coordinating meaningful practicum experiences as well as facilitating the student organization (TAFE / FCCLA) meetings and participation in regional and state competitions. High school personnel will also coordinate activities associated with the EDUC course requirements and the local site activities such as assessing the practicum, supporting teachers and students in the "practicum classrooms." In addition, the Howard College instructor will collaborate directly with the high school students in the context of the student organization at the college (Educators Rising). This arrangement provides a "team approach" to GYO involving both district and IHE faculty all working to pipeline local talent back to the districts as high-quality teachers.

Key Personnel

The instructor who has been identified for this position is a veteran educator with over 20 years of teaching (including special education) and administrative experience. Although this candidate does not represent a racial/ethnic minority, much of her teaching career has been spent with students who receive special education services. In her current work at Howard College, she serves as an administrator and teaches Howard's freshman seminar called "Lead Here," a course offered to new students with the purpose of providing a "safe space" to learn about going to college, and a strong faculty-student relationship essential for retention and degree completion.

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

Across the five coalition districts, there are approximately 150 paraprofessionals, instructional aides and long-term substitute teachers. The target number of candidates for Pathway 2 represents about 25% of individuals serving in these capacities.

The plan for recruiting, selecting and supporting Pathway 2 candidates in each district will involve eight steps:

1. Superintendent discusses with the building administrative team criteria contained in the program guidelines for making an individual eligible for participating in the Pathway 2 program.
2. Central personnel records will be gathered to assist building administrators to review all candidates who could possibly meet the credit-hour and certification timeline requirements for Cohort 1, and those who could earn 60 credit hours and begin the program in Cohort 2.
3. Candidates meeting the minimum eligibility requirements have transcripts reviewed by EPP for a tentative "admission" decision. Candidates who meet EPP and program guidelines are recommended back to the superintendent and building administrative team for a "selection" review using the criteria outlined in #4. Candidates who do not meet EPP and program guidelines are coached for how they might meet the criteria within one year, or in anticipation of opportunities after the current funding period.
4. Building administrative team ranks eligible candidates is a rubric containing the following dimensions using scores to select up to 36 candidates across the coalition:

Candidate has ...

- o Meets eligibility requirements for participation in the grant activity and EPP
- o Close connection to the school and local community
- o Overall GPA qualified her/him for scholarship at EPP
- o Potential for teaching in hard-to-staff content area
- o Positive relationships with students in the schools
- o Recommendation from certified teachers with whom the candidate works most often
- o Social supports outside of work that are likely to be needed in order to complete the program
- o A demographic profile that is consistent with student demographics

5. Superintendent shares with eligible candidates the district support, the EPP support, the \$10K scholarship aimed at supporting completion of the EPP, and the requirement for commitment to remain at the district for a minimum of three years following graduation and certification.
6. Superintendents select candidates for their districts and arrange application to the EPP.
7. In May, district and EPP representatives attend a "celebration" marking the decision and launch of the EPP program.
8. The district administrative team meets monthly with Pathway 2 candidates to support and encourage completion. Professional development and career opportunities are discussed including instructional coaching, and administrative roles after required time in the classroom.

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	<input type="text" value="4"/>	X \$11,000 =	<input type="text" value="44,000"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="2"/>	X \$5,500 =	<input type="text" value="11,000"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="1"/>	X \$6,000 =	<input type="text" value="6,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text" value="4"/>	X \$9,000 =	<input type="text" value="36,000"/>
Total Request for Pathway 1			<input type="text" value="97,000"/>

PATHWAY TWO

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

Number of candidates pursuing a teacher certification only	<input type="text" value="0"/>	X \$5,500 =	<input type="text" value="0"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="36"/>	X \$11,000 =	<input type="text" value="396,000"/>
			Request for Pathway 2 <input type="text" value="396,000"/>
			Request for Pathway 1 <input type="text" value="97,000"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="493,000"/>

PATHWAY THREE

Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text"/>

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

Training stipends	360,000
Stipend for Education and Training Staff Members	10,000
Snyder Site Coordinator - Fiscal Agent	6,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

CTSO Training	3,000
Career Awareness - Education and Training Specialist	5,000

SUPPLIES AND MATERIALS (6300)

Promotional Materials for regional awareness activities in CTSO	25,000
Test prep materials for candidates	3,600

OTHER OPERATING COSTS (6400)

Testing fee for candidates	9,000
Travel expenses - Site Coordinators	1,500
Student and Teacher Travel - CTSO	13,500
College Books, Fees & Tuition	78,900

Total Direct Costs 493,000

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

Indirect Costs 0

TOTAL AMOUNT REQUESTED 493,000

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.

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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.

- This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- The plan must include strategies to increase enrollment in each course each year.
- The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

One of the goals in this proposal is to have 150 high school students complete the two ETC courses by May 2021. This section of the narrative addresses ways each district will (a) initiate the offering of ETC courses, (b) guide and support students in choosing the teaching profession, (c) strategies for increasing enrollment in SY2019 and again in SY2020, and (d) recruitment of the most effective classroom teachers to provide clinical placement and experience for students. The actions listed below will inform, identify and motivate students (and our entire school communities) to support and pursue teaching in our communities.

From January to June 2019, the following actions will take place:

1. Kick-off meeting will be held at a regularly-convening District Site Decision-Making Committee. This group brings individuals and offices responsible for CTE, career counseling, teaching of the ETC, school board, and PTA to communicate about the goals and importance of the funding opportunity. This group will meet regularly but will allocate time at each meeting to monitor implementation and prepare for subsequent opportunities (c).
2. The superintendents and other district leaders will work with local newspaper editors to communicate about the goals of the grant and its importance to the local community (b).
3. Each ISD website will feature in a prominent position announcement of grant funding, and then be update with news about grant events. Digital boards around campuses will also carry information about the grant and upcoming events (b).
4. At the earliest possible time, the teachers selected for the ETC courses will be recruited enabling contribution to the planning and preparation for course offering beginning Fall 2019 (a).
5. Steps for starting a TAFE or FCCLA chapter will be researched and initiated (a & b).
6. Two teacher committees will be formed. The first will consist of individual teachers identified for consistent high achievement of students, and the "disposition" to mentor a high school student who is considering the teaching profession. These teachers will serve as "field experience teachers." Their charge will be to coordinate with the district CC coordinator and the Howard College instructor in planning, implementing and evaluating clinical placement experiences (d). The second will consist of teachers who represent demographic minority groups within the district. This committee, convened by district leadership, will articulate rewards and obstacles of becoming a teacher and identify factors in the school community that support or detract from the perception of the teaching

profession, and the choice to become a teacher (b)

7. Students in Grade 6 to 12 will complete an anonymous surveyed about their interest in becoming a teacher, and perceptions of the teaching profession. This information will be used to shape messaging and recruiting materials (b & c)
8. In May (during College Days) and again in August (during "Back to School Night"), information sessions will be provided by Western Texas College and Howard College about the teaching pathway, the role ETC courses plan, possible timelines and costs (c).
9. District leaders will present at civic and religious-affiliated organizations in the community about the GYO initiative (c).
10. District-wide "Teacher Appreciation" events will be planned for the week surrounding May 7, 2019 (c).

Quarterly cross-coalition meetings will be held to compare progress, discuss strategies and obstacles, and support the success of the partners (b, c & d).

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.

- 🍎 The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- 🍎 The plan must include marketing and recruitment strategies to increase student interest and persistence.
- 🍎 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.

Efforts to recruit students to participate in the ETC will begin upon notification of funding. Initial efforts at publicizing the importance and opportunity afforded by the grant were described previously (#s 1-3, 8, 9).

Additional strategies will be used to market ETC courses to high-school students. For example, as part of the teacher-committee work (#5), up to 10 individuals in each district will be specifically identified as high-potential students. Grades 9 -12 candidates with good academic standing and a perceived interest and likelihood of success in post-secondary studies will be assembled. To the extent possible, this pool of potentials will mirror the demographic profile of the district. At this meeting, the superintendent will (a) make a personal appeal to students to consider the teaching profession, and returning to service in the community, (b) outline the pathway to teaching that includes the option of attending the regional community college, and transferring to the partners IHE, and (c) provide a guarantee of employment as a teacher in the district or in the region upon successful graduation and teacher certification. The superintendent will meet quarterly with this group (now incorporated into TAFE or FCCLA) and other students recruited to the ETCs to encourage perseverance and share relevant updates like legislative news aimed at enhancing participants identity for the profession.

Several marketing and recruitment strategies will play out over the course of each year. For example, once established, events and accomplishment of the local student chapters will be publicized, including their own recruiting campaign and prominent placement in the high schools' yearbooks. Participants in the Pathway 2 component of the grant, along with the site coordinator, will participate regularly in ETC and TAFE preparation to support current high-school students, and offer an opportunity to the Pathway 2 candidates to mentor and encourage. As part of the Teacher Appreciation events each year, participants in the ETC will be recognized as the "future" of the profession. Commencement addresses at graduation will highlight the value of teachers to the communities.

Beyond these efforts as a way to monetize the districts' support for participants, at the end of SY2019-2020, seniors who have completed the ETCs (for at least high-school credit), and 15 hours of other dual credit coursework will give to these individuals preferential hiring as paraprofessionals in the following school year with the understanding that they will pursue their associate's degree in no more than three years, and transition to the district-partnered EPP.

Individual districts will also engage in some "unique" activities to market and recruit for the GYO program. For example, Snyder and Big Spring have Career Fairs for high school students at which presentations about "pathways" to specific careers are presented. Forsan, Lamesa and Big Spring will utilize time in a middle-level "careers class" to present information about the GYO program. In Coahoma, high school students and counsellors visit the middle school to talk about "life in high school" and life beyond. Big Spring ISD will also

produce a compilation video to be used for current and future recruiting showing teachers from minority demographics describing their pathway to teaching, and the importance of the teaching profession.

For the region, Howard College will host an informational night about career pathways, college attendance, and financial aid options for attending post-secondary institutions.

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.

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

All the districts in this coalition already have strong, efficient ties to the community colleges in their districts. Although not participating in the ETC dual-credit offering, Snyder ISD has approximately 20% of high school students taking dual credit courses at Western Texas College. Moreover, the district provides free tuition to attend WTC after high-school graduation, and actively facilitates communication about career pathways and seamless transfer to avoid credit loss. The other districts in this coalition also have excellent relations with their community college, Howard College. Currently, HC offers 134 courses serving approximately 419 students from just the coalition districts. In fact, Howard College has participated in the planning for this proposal since the beginning and is arranging programing and faculty allocation in a way that promotes the goals of this RFP.

For purposes of this proposal, the partnership among the 4 districts (Big Spring, Coahoma, Forsan & Lamesa) and Howard College will be such that HC will provide to the districts the two ETC courses for dual credit using distance delivery and ITV. HC will recruit an instructor who will work effectively with high school students in the courses, as well as with the district “coordinators” who will facilitate practicum placement and activities associated with the course. The HC instructor will meet with district coordinators and selected practicum teachers early in the school year to establish rapport, facilitate selection of placements, negotiate appropriate experience for students, and then monthly thereafter to monitor and adjust activities.

A timeline of tasks for further developing this partnership by SY2010 includes:

Task	Timeline						
	JAN	FEB	MAR	APR	MAY	JUN	AUG
Districts and HC amend MOU to include EDUC 1301 & 2301, negotiate costs for tuition and books	✓	✓					
District works out logistics associated with high-school students taking courses online (e.g., internet, computer access)		✓	✓	✓			
District identifies “coordinators” and articulates duties associated with ETC support				✓	✓		
HC hires instructor				✓			
District coordinators and HC instructor review course syllabi to ensure compatible assignments, clinical placement and expectations for students.					✓	✓	
Course launches SY2019							✓

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.

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

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

Preliminary steps toward partnership between coalition districts and Texas Tech University (TTU) have already been undertaken with the writing of this proposal. Submission of this proposal to TEA expresses the districts' intention to partner with TTU as their GYO EPP.

A record of success. Since 2014, the Texas Tech University (TTU) educator preparation program has offered a district-embedded, distance-delivery, "grow your own," 12-month accelerated program for teacher preparation. The program is currently implemented in partnership with 19 school districts and 8 community-college districts across Texas, including Snyder ISD (with Western Texas College) since 2016 and the recent award of funding for a Pathway 3 Cycle 1 GYO program with 5 rural districts surrounding Lubbock. To help ensure that this program will be sustained, funding reallocations are enabling the presence of a permanent site coordinator (i.e., clinical coach) embedded in each coalition district. Snyder and Lamesa ISDs will allocate funding to support their own, district-employed, TTU supported site coordinator. Big Spring, Coahoma and Forsan ISD will be supported by a site coordinator provided by Howard College. These arrangements enable all candidates to be prepared in their home community.

Essential program features increase rate of success. The TTU model for teacher preparation centers around three essential program features: (a) the consistent presence of the site coordinator (clinical coach) who supports local cohorts of teacher candidates, (b) a common vocabulary embodied in the TAP rubric for describing, coaching and evaluating instructional quality, and (c) joint program governance with district (and in many cases) community college partners, including data sharing. These features help ensure that partners are engaged and that teacher candidates are supported by the EPP, one another and the district. Together, these features help increase the likelihood that teacher candidates will be successful.

GYO with close attention to transfer and a clear pathway to teaching. The TTU distance program, dubbed "Tech Teach Across Texas" because of its reach, and "the 2+1" because of its degree-plan structure, provides a pathway to certification built upon a two-year, Associate of Arts in Teaching (AAT) degree from a community college. Upon completion of the AAT, candidates transfer to Texas Tech University to complete a bachelor's degree and earn teacher certification in one calendar year (12-months) for primary certification areas (Elementary core, or middle/secondary content), all-level Special Education, and all-level English as a Second Language. Unlike previous designs that required the candidates to physically attend at the IHE, TTAT candidates complete coursework online while remaining in their home community to work in a

partner district's classrooms. At the end of the one year, graduates have an immediate job opportunity in the schools where they were prepared for teaching.

An intense timeline. From July to June of the following year, candidates will be full-time students taking courses and preparing for their content certification exam, which they will be required to pass by December. Candidates will be working in district classrooms supported by the site coordinator or “clinical coach,” and alongside cooperating teachers in classrooms. From August to December, candidates will be in schools 3 days per week, and then 4 days per week from January to June. Candidates start on the first contract day of the new school year and remain until the last contract day of the school year. During June, candidates will also work in district summer school supporting struggling students to learn content and pass the state curriculum examination. In August of the following school year, (now) graduates will enter the classroom as standard-certified teachers who have, as a result of their preparation, one full year of experience prior to their first day.



Snyder Independent School District

2901 37th Street, Snyder, Texas 79549

Telephone: (325)574-8900 Fax: (325) 574-1610

November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

I am writing in support of the Pathway 2 Grow Your Own application being submitted by Snyder Independent School District for Cycle 2 funding. I understand that Snyder ISD will partner with four other districts in the region (Big Spring, Coahoma, Forsan, Lamesa) to share resources and expertise in implementing this grant activity. As president of the Snyder ISD school board, I along with my fellow members, share the goal of the grant program aimed at cultivating quality teachers from among our own communities.

I recognize by applying, the district is making a commitment to use grant funds for tuition support toward graduation and certification of 10 (total number for the district over the next two years) community members who are working in our schools; and to begin high school courses and an extra-curricular organization aimed at stimulating among our students interest in the teaching profession and commitment to teaching in our district.

To prepare our local candidates, Snyder ISD along with the other districts, is partnering with Texas Tech University to provide high-quality teacher training that includes evidence-based coursework, ample opportunity to practice in a school setting, and instructional support and feedback from mentor teachers and site-specific coordinators representing the university.

On behalf of the board and the entire district, we are grateful to TEA for this opportunity to develop solutions to our regional teacher staffing needs by drawing on our greatest asset – the people in our communities.

Sincerely,

Ralph Ramon
President
Snyder ISD Board of Trustees



Big Spring Independent School District

Administration Office

Jay McWilliams, Superintendent

George Bancroft, Assistant Superintendent of Operations

Dr. Raemi Thompson, Assistant Superintendent of Academics and Assessment



November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

I am writing in support of the Pathway 2 *Grow Your Own* application being submitted by Snyder Independent School District for Cycle 2 funding. I understand that Snyder ISD will partner with four other districts in the region (Big Spring, Coahoma, Forsan, Lamesa) to share resources and expertise in implementing this grant activity. As president of the Big Spring ISD school board, I along with my fellow members, share the goal of the grant program aimed at cultivating quality teachers from among our own communities.

I recognize by applying, the district is making a commitment to use grant funds for tuition support toward graduation and certification of 10 community members who are already working in our schools; and to begin high school courses and an extra-curricular organization aimed at stimulating among our students interest in the teaching profession and commitment to teaching in our district.

To prepare our local candidates, Big Spring ISD along with the other districts, is partnering with Texas Tech University to provide high-quality teacher training that includes evidence-based coursework, ample opportunity to practice in a school setting, and instructional support and feedback from mentor teachers and site-specific coordinators representing the university.

On behalf of the board and the entire district, we are grateful to TEA for this opportunity to develop solutions to our regional teacher staffing needs by drawing on our greatest asset – the people in our communities.


Fabian Serrano
Board President

"EXCELLENT TEACHING • EVERY STUDENT • EVERY DAY"

708 East Eleventh Place
Big Spring, Texas 79720
Off (432) 264-3600 • Fax (432) 264-3646
www.bsisd.esc18.net



Coahoma Independent School District

Administration Office
P.O. Box 110
Coahoma, TX 79511
(432) 394-5000 EXT. 4
Fax (432) 394-4302

Coahoma Jr. High
P.O. Box 610
Coahoma, TX 79511
(432) 394-5000 EXT. 3
Fax (432) 394-4052

Coahoma High School
P.O. Box 320
Coahoma, TX 79511
(432) 394-5000 EXT. 1
Fax (432) 394-4031

Coahoma Elementary
P.O. Box 520
Coahoma, TX 79511
(432) 394-5000 EXT. 2
Fax (432) 394-4419

November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency
Commissioner Winchester:

I am writing in support of the Pathway 2 *Grow Your Own* application being submitted by Snyder Independent School District for Cycle 2 funding. I understand that Snyder ISD will partner with four other districts in the region (Big Spring, Coahoma, Forsan, Lamesa) to share resources and expertise in implementing this grant activity. As president of the Coahoma ISD school board, I along with my fellow members, share the goal of the grant program aimed at cultivating quality teachers from among our own communities.

I recognize by applying, the district is making a commitment to use grant funds for tuition support toward graduation and certification of four community members who are already working in our schools; and to begin high school courses and an extra-curricular organization aimed at stimulating among our students interest in the teaching profession and commitment to teaching in our district.

To prepare our local candidates, Coahoma ISD along with the other districts, is partnering with Texas Tech University to provide high-quality teacher training that includes evidence-based coursework, ample opportunity to practice in a school setting, and instructional support and feedback from mentor teachers and site-specific coordinators representing the university.

On behalf of the board and the entire district, we are grateful to TEA for this opportunity to develop solutions to our regional teacher staffing needs by drawing on our greatest asset – the people in our communities.

Sincerely,

Mr. Michael Brooks
President
Coahoma ISD Board of Trustees

Resolution of Support for the Texas Tech "Grow Your Own" Grant

Whereas, the Forsan ISD Board of Trustees is committed to our vision that Forsan ISD will provide high levels of learning, behavior and action for all; and

Whereas, a function of obtaining this vision begins with the teachers in the classrooms; and




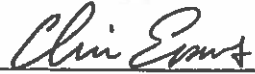

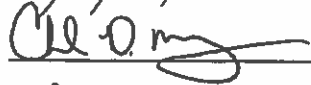
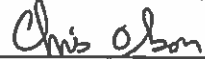
Whereas, Texas Tech University's "Grow Your Own" grant encourages professional growth from within the District by increasing the number of rural, local individuals who may enter the teaching profession to support communities like ours; and

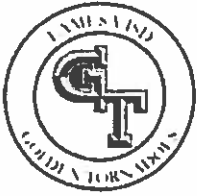
Whereas, the Forsan ISD Board of Trustees pledges to support this program by identifying paraprofessional and/or long-term subs and support them with tuition costs and a provision of time to learn to teach; and

Whereas, Texas Tech University in partnership with other districts in the shared services arrangement will support a site coordinator in implementing the Tech Teach model of teacher preparation; and

Therefore, be it Resolved that, the Forsan ISD Board of Trustees supports the "Grow Your Own" initiative and will do what is fiscally and reasonably responsible to participate in the program.

Witness these signatures on this 15th day of October, two thousand and eighteen:

Lewis Boeker, <i>President:</i>	<u></u>	Date: <u>10/15/2018</u>
Glenn Graves, <i>Vice President:</i>	<u></u>	Date: <u>10-15-18</u>
Beckie Wash, <i>Secretary:</i>	<u></u>	Date: <u>10-15-18</u>
Chris Evans, <i>Board Member:</i>	<u></u>	Date: <u>10/15/18</u>
Jimmy Miller, <i>Board Member:</i>	<u></u>	Date: <u>10/15/18</u>
Chad Myers <i>Board Member:</i>	<u></u>	Date: <u>10/15/2018</u>
Chris Olson, <i>Board Member:</i>	<u></u>	Date: <u>10/15/2018</u>



Lamesa Independent School District
Every Student Every Day

November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

I am writing in support of the Pathway 2 *Grow Your Own* application being submitted by Snyder Independent School District for Cycle 2 funding. I understand that Snyder ISD will partner with four other districts in the region (Big Spring, Coahoma, Forsan, Lamesa) to share resources and expertise in implementing this grant activity. As president of the Lamesa ISD school board, I along with my fellow members, share the goal of the grant program aimed at cultivating quality teachers from among our own communities.

I recognize by applying, the district is making a commitment to use grant funds for tuition support toward graduation and certification of 10 community members who are already working in our schools; and to begin high school courses and an extra-curricular organization aimed at stimulating among our students interest in the teaching profession and commitment to teaching in our district.

To prepare our local candidates, Lamesa ISD along with the other districts, is partnering with Texas Tech University to provide high-quality teacher training that includes evidence-based coursework, ample opportunity to practice in a school setting, and instructional support and feedback from mentor teachers and site-specific coordinators representing the university.

On behalf of the board and the entire district, we are grateful to TEA for this opportunity to develop solutions to our regional teacher staffing needs by drawing on our greatest asset – the people in our communities.

Sincerely,

Kelli Merritt
School Board President
Lamesa Independent School District