



**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
Aquilla ISD would like the opportunity to grow our own teachers from students within our rural community. We currently do not offer any classes in the Education and Training Cluster.	This grant will provide an opportunity for one of our teachers to complete their master's degree. The teacher will teach Education and Training courses and develop a partnership with Hill College to offer students dual credit courses.
Aquilla ISD would like the opportunity to recruit and retain quality educators to better serve this district that will in-turn reduce our teacher turnover rates yearly which have been over 20% the last two years.	This grant will provide an opportunity for dedicated paraprofessionals to obtain their bachelor's degree and teaching certification. By allowing 5 paraprofessionals this opportunity with AISD they are less likely to leave the district once they obtain their degree/certification which reduces turnover.
Aquilla ISD would like the opportunity to increase student interest and understanding of education as a career choice for students graduating from high school.	This grant will provide students in grades 8-12 a chance to complete an interest survey to determine their career interest. It will introduce Education and Training Cluster for high school students. The superintendent will organize a Texas Association of Future Educators (TAFE) chapter in the district.

**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.

Aquilla ISD has 340 students enrolled in grades K-12. AISD is located in small rural community of Aquilla, Texas. This specific goal is for 5 local paraprofessionals to obtain a bachelor degree and teacher certificate. The measurable goals are to: Create an Education and Training Cluster for dual credit, reduce teacher turnover and retain quality paraprofessionals as teachers and to increase students desire to go into the teaching profession. These goals are achievable as this project will provide a variety of educational opportunities, services and supports for paraprofessionals and students alike. The project is relevant in that it reflects the current needs of Aquilla ISD to recruit and retain teachers due to its small size and rural location. The project will be implemented in a timely manner.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- 1). Ensure all 4 paraprofessionals are enrolled in college courses to obtain a bachelor's degree, ensure 1 paraprofessional is enrolled in an alternative teaching program to obtain her teaching certification and ensure 1 teacher is enrolled in a masters program to become certified to teach dual credit Education and Training Courses.
- 2). Ensure the process of implementation has begun on the scope and sequence of Education and Training Course offerings.
- 3). Ensure a Texas Association of Future Educators (TAFE) chapter has been established and ensure it is providing a wide variety of opportunities for Aquilla ISD students.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

- 1). Individuals complete 1st semester of college courses. (4 Bachelors, 1 Masters & 1 Teacher Certification)
- 2). Continue implementing the scope and sequence of Education and Training Courses.
- 3). Students prepare to compete in the Texas Association of Future Educators State Convention.

Third-Quarter Benchmark

- 1). Individuals enroll in 2nd semester of college courses. (4 Bachelors, 1 Masters & 1 Teacher Certification)
- 2). Begin to provide course selection sheets for 2020-2021 with new Education and Training Courses.
- 3). Students attend and are active participants in the Texas Association of Future Educators State Convention.

**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 administrative team will determine the manner in which the implementation process of this grant is being followed. The group will look at how effective the grant is in meeting the stated goals and objectives and to what impact the project is having on the program participants. The team will quantify the data using the following evaluation process:

- A). Number of paraprofessionals receiving stipends to complete their bachelors degree or teacher certification
- B). Bi-Annual survey showing the percent completion for each participant
- C). Number of those participants completing coursework and receiving teaching certifications
- D). Number of participants promoted to full time teaching roles within the district
- E). Number of students participating in the Education and Training Courses
- F). Number of student memberships in the local chapter of the Texas Association of Future Educators (TAFE)

Using the data, the administrative team will make adjustments as needed to the program activities, curriculum, professional development and budget. All changes made will be communicated to the participating paraprofessional in monthly meetings. The district will articulate clear expectations, roles and responsibilities to keep all participants informed of all grant timelines and activities to ensure compliance during the duration of the grant.

**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**

In order to address the need for more home grown staff, Aquilla ISD has developed a comprehensive plan that is centered around recruiting and selecting paraprofessionals and instructional aides who are fully committed to the education field and whom potentially see themselves teaching one day. As part of this process, Aquilla ISD will identify paraprofessionals who:

- 1). Exhibit high potential and a love for the education field.
- 2). Have a good standing work history with the district.
- 3). Have an interest/desire to stay with the district for an extended period of time.

Individuals who meet this criteria were screened to identify their educational interest and to make sure their teaching interest would benefit the student population.

From the individuals who meet this criteria, Aquilla ISD administrators will interview the prospective participants to further identify their long term goals and objectives along with their willingness to earn a bachelor's degree and teacher certification.

Each individual who was selected agrees to participate in the program and will sign a Memorandum of Understanding (MOU) which outlines their commitment to teach full time at Aquilla ISD for at least 3 years after completing their bachelor's degree as a condition for receiving the \$11,000 stipend for tuition cost. (The MOU that Aquilla ISD will use is attached to this grant packet.)

**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**

Aquilla ISD began sharing information about the Grow Your Own grant at the start of this school year. Paraprofessionals, Instructional Aids and long term substitute teachers were all given information about the grant and asked to complete an interest card if this grant was something they were interested in and if it would help them in their future educational goals.

Each interested person met with the superintendent to discuss their career and educational goals. Upon the completion of that meeting, the paraprofessional was given an application to complete if they were interested in being a part of the grant. The application detailed where they were currently in their educational journey as well as their future goals and aspirations. Each person did have to get the recommendation from one other staff member for their application to be accepted.

Aquilla ISD Administration received the application and ranked them using a rubric developed by the superintendent. The administrative team selected 5 strong candidates that mirrored the student population and were well into their educational journey. The applicants selected were announced and have all signed a Memorandum of Understanding that outlines their commitment to this grant and to Aquilla ISD following their completion of their degree and teaching certification.

**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="1"/>	X \$11,000 =	<input type="text" value="11,000"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text"/>	X \$6,000 =	<input type="text"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text" value="1"/>	X \$9,000 =	<input type="text" value="9,000"/>
<b>Total Request for Pathway 1</b>			<input type="text" value="20,000"/>

**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="1"/>	X \$5,500 =	<input type="text" value="5,500"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="4"/>	X \$11,000 =	<input type="text" value="44,000"/>
			Request for Pathway 2 <input type="text" value="49,500"/>
			Request for Pathway 1 <input type="text" value="20,000"/>
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<input type="text" value="69,500"/>

**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"/>
<b>Total Request for Pathway 3</b>			<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.

<b>PAYROLL COSTS (6100)</b>	<b>BUDGET</b>
Stipends for master's dual credit teacher (1 Teacher)	10,000
Tuition for paraprofessionals to pursue bachelor's degree (4 Paraprofessionals)	44,000
Teacher Certification (1 Teacher)	5,500
<input type="text"/>	<input type="text"/>

<b>PROFESSIONAL AND CONTRACTED SERVICES (6200)</b>	
Texas Association of Future Educators Chapter Membership	80
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>SUPPLIES AND MATERIALS (6300)</b>	
Education and Training Courses Student Books	1,500
Curriculum materials to implement Education and Training CTE Courses	3,000
Technology	2,000
Supplies & Materials (Die Cut Machine/Paper Cutter)	1,000

<b>OTHER OPERATING COSTS (6400)</b>	
Administrative Cost	2,420
<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 test**  
**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.

In our small rural district, Aquilla ISD only has one certified CTE teacher. The Grow Your Own grant will allow us the opportunity to have a current educator on staff go back to school to receive their master's degree so they can be certified to teach the Education and Training course sequence.

Aquilla ISD applied for this grant last year and already has a teacher selected for this program. The teacher satisfies all indicators of the teacher participant. She is certified in Family and Consumer Science and English Language Arts. She also teaches Teen Leadership and oversees our PALS program. She has given our students a wealth of knowledge as well as experiences here at Aquilla ISD. Her history of student achievement proceed her excellence in the classroom. She is a perfect percipient to promote this profession and utilize this grant.

The teacher participant has been accepted to the Masters of Education in Curriculum and Instruction, Tarleton State University Waco, which is housed 30 minutes from our district.

The teacher will sign a Memorandum of Understanding (MOU) which indicates her willingness to this program for 3 years following her successful completion on her master's degree.

Due to the timeline, Aquilla ISD will begin to offer the Principals of Education Program for the 2019-2020 school year. Recruiting our freshman students for this program will begin this spring with course selection sheets as well as information meetings about the new career path. Each year we will enhance our marketing tools to help increase enrollment for each course. Our best tool we believe is through word of mouth. We believe that after the students join this pathway the first year, they will love it so much they will want to continue to take more courses. This love will transcend and others will learn about this pathway and choose to fall in love with it as well.

The superintendent of the district will play a key factor in the success of this program. He will be an additional staff member in this class during its inaugural year to make sure of its success as we embark on this journey. His advanced degrees will allow students to receive the dual credit during the 2019-2020 school year. The school board has agreed to allow the superintendent to teach this one course each school year for the duration of this two year grant.

Aquilla ISD understands that the teaching profession is vital to all other professions in this world, we understand its importance and want to make sure that this program is implemented perfectly.

Aquilla ISD will implement a scope and sequence of Education and Training Courses for grades 9-12. Students will explore various careers available within the Education and Training Career Cluster. By using this information, students will develop a graduation plan that leads to a specified career choice in the students interest area.

The Grow Your Own Teacher Grant will provide opportunity to establish a new Texas Association of Future Educators (TAFE) Chapter in the Fall of 2019. This program will provide a wide variety of leadership opportunities and allow Aquilla students to participate in a state wide convention that highlights the education field.

**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.

Our plan for encouraging and recruiting students to choose this career path will begin in the student's junior high school years. Currently all of our 8<sup>th</sup> grade students are enrolled in a class that teaches them to prepare for high school as well as provide them with career path instruction prior to their transition into high school. Candidates for the Education and Training Pathway will be identified in this setting using multiple tools as well as interest surveys.

Our school counselor is very effective in using these tools to recommend and recruit students for their career or technical path that best suits their needs. Our counselor has been instrumental at helping students find their educational and career goals with a solid graduation rate of 100%.

AISD will invite Hill College to our Career Day so they can provide information about the Education and Training courses we offer for dual credit as well as speak to the teaching profession to gain interest in to this career pathway.

It is important to note that recruiting individuals for this career path will be an important role. We will use techniques that will ensure that students choosing this path are ready to meet the challenges and one day succeed in this profession. Offering a pathway like this is just one more way that our small district is creating big opportunities for our students.

**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.

The plan for Aquilla High School students to obtain dual credit for this Education and Training pathway will be through an agreement with Hill College. Hill College is our local community college located just a few miles from our district. As the superintendent, I have been working with the Vice President of Academics at Hill College to develop a plan to offer dual credit for some of the courses within this pathway. Our relationship with Hill College has been very good and they are very receptive to us offering such courses for our students.

Currently we are looking to offer the Introduction to Education 1301 which is required of college freshmen in the Interdisciplinary Studies with the Education Certification degree. We already have a dual credit partnership in place with Hill College. AISD will monitor the students participating while in this program and make sure the students are registered in the correct classes and that they receive college credit for the courses. These dual credits will transfer to several different programs when the students are accepted into a four year college and select a degree plan that leads to teacher certification.

The plan consists of the Superintendent serving as the teacher of record in the first year so that our students will be able to receive this dual credit. Our superintendent holds a doctorate of Educational Leadership and Policy Studies and will be an ideal teacher selection for the inaugural year of this career pathway. Our superintendent has the required hours to teach this course so our students can receive dual credit for the 2019-2020 school year.

Working alongside the superintendent will be the teacher the district has selected to carry the torch for this program. She will complete her 18 advanced college hours needed to teach this course and will be able to take over the dual credit role once that is complete.

**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.

This cohort of paraprofessionals will be required to attend our "Grow Your Own Check In Meetings" which will be held by the superintendent. This will be an opportunity for these paraprofessionals to check in with each other and provide that network of service to them in a hope that it will nurture their walk through this program and ultimately certification.

Each month the superintendent will invite a guest speaker to address the group to provide them with job embedded training. Guest speakers will be in the education field and will include individuals from Region Service Center, College Professors and veteran teachers who have been successful in education.

These trainings will take place at the district office the first Thursday of every month from 3:30-5:00PM. The outcome for these meetings will be for individuals to learn valuable knowledge as well as gain the support they need to be successful during the duration of this program.

**OPTIONAL Shared Services Arrangement (SSA)**

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

<b>Fiscal Agent</b>	<b>County-District Number</b>
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# AQUILLA

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## INDEPENDENT SCHOOL DISTRICT

November 8, 2018

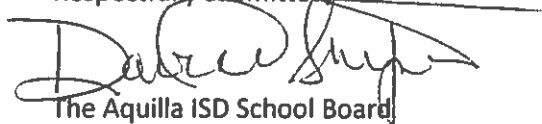
Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

To Whom It May Concern:

Aquilla ISD School Board has a collective philosophy on adult education. We are simply paving the way for our future teachers that we hope have found a home here. It is of great importance that they understand how much we value their service and dedication to this district and to the future of the students in this great community. It's a win-win situation. We as a district get to keep the best of the best and turn them from paraprofessionals into teachers as we Grow Our Own.

Aquilla ISD has a school board whose members all share the same dedication to educating the youth of Aquilla, Texas. In a school the size of ours in a rural area of the state, good teachers are hard to come by--the great ones even more so. The ones that start off in the trenches as paraprofessionals work their way through the school day showing amazing dedication to their students and do so for very little pay. These paraprofessionals not only do their jobs every day but they excel in life. Most of them have families, work full time, and go to school full time pursuing a degree in the education field. Our school board wants to reward these men and women by being a part of this exciting "Grow Your Own" program. What better way to do that than by helping these paraprofessionals continue to grow in the soil they cultivate daily?

Respectfully submitted,



The Aquilla ISD School Board  
David Snipes, President

404 N. Richards St.  
Aquilla, TX 76622  
(254) 694-3770  
(254) 694-6237 Fax  
[www.aquillaisd.net](http://www.aquillaisd.net)

*What Starts Here Changes The World*

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Upon review of the unofficial transcript for his Master of Science in Education degree, Dr. David Allen Edison would be qualified to teach both EDUC 1301 and EDUC 2301 at Hill College if courses are available to be offered as dual credit.

Let me know if you need any additional support. We would love to partner with Aquilla ISD.

Joanne Baham

Joanne Baham, M.Ed., M.B.A.  
Program Coordinator/Instructor of Child Development/Early Childhood Education and Education  
Hill College  
2112 Mayfield Parkway  
Cleburne, TX 76033  
817-760-5902 or 5902

**DUAL CREDIT PARTNERSHIP AGREEMENT**  
**Between**  
**HILL COLLEGE**  
**and**  
**AQUILLA INDEPENDENT SCHOOL DISTRICT**

In accordance with the Texas Administrative Code, Texas Higher Education Coordinating Board, Chapter 4, Subchapter D, Dual Credit Partnerships between Secondary Schools and Texas Public Colleges, Hill College offers college-level academic and workforce education course options to Independent School Districts (ISDs) for dual credit. After the appropriate college-level courses are approved for dual credit, high school students meeting Hill College requirements may register in the courses to receive college and high school credit simultaneously. To facilitate effective communication between each respective ISD and Hill College, each party to this agreement will appoint a contact person to coordinate all activities relative to dual credit. Communications to Hill College regarding dual credit should be directed to the college's dual credit representative.

**Dual Credit Admission/Registration.** Students, upon written permission of the high school principal or designee, may apply for dual credit admission. Dual credit students must submit a high school transcript and official college transcript(s) from any other colleges attended prior to registration.

**1. Eligible Courses**

- A. All courses offered for dual credit by Hill College will be either college-level academic courses, identified from the current edition of the Texas Higher Education Coordinating Board Lower-Division Academic Course Guide Manual or college-level workforce education courses, identified from the current edition of the Workforce Education Course Manual.
- B. Developmental or remedial courses may not be offered for dual credit. ISD is encouraged to partner with Hill College (as required by House Bill 5, 83rd Texas Legislature) to develop and provide courses in college preparatory mathematics and English language arts to prepare student for success in entry-level college courses (See HB 5 MOU below)
- C. The ISD will work closely with the Hill College dual credit representative to ensure that the college offers an adequate number of courses and/or sections. The feasibility of offering specific courses will be negotiated by Hill College and high school personnel.
- D. A complete list of dual credit courses taught within this school district, as well as a crosswalk, will be maintained on file in the Vice President of Instruction Office.

**2. Student Eligibility**

- A. The Texas Success Initiative (TSI) requires mandatory assessment for all students to determine college readiness in reading, writing and math. The bill authorizes the Texas Higher Education Coordinating Board to prescribe assessment instruments with a statewide passing standard. The initiative allows an institution to determine when a student is ready to perform college-level coursework. High School students who seek to register in a dual credit course, which will grant college credit must prove "college readiness" by achieving a college level score as outlined in the chart:



Updated Fall 2018

	SAT *Composite Critical Reading plus Math	ACT	TSI Assessment	Accuplacer	STAAR EOC
<b>Writing Based Courses (Must be TSI Writing complete to register):</b> ***ENGL 1301, 1302, 2311, 2322, 2323, 2327, 2328, 2331, & 2332 ***in addition to TSI requirements, any course with a Hill College catalog pre-requisite must be met.	Taken prior to March 5, 2016: Composite score of 1070* & a minimum score on the Critical Reading of 500  Taken on or after March 5, 2016: Minimum score of 480 on the Evidence-Based Reading and Writing shall be exempt from both Reading and Writing sections of TSI	Composite score of 23 & English 19	Placement score of a 340-390 with a minimum Essay score of 4 OR a placement score of 310-339 and levels 4-6 on ABE Diagnostic and a minimum Essay score of 5	Writing Sentence skills 80 with an essay score of 5 or higher or an Essay score of *6 or higher  *An essay score of 6, regardless of objective score, is considered passing. An essay score of 5 will be considered passing if the student meets the objective writing test standard (sentence skills)	<b>English II</b> EOC combined assessment in both reading and writing Level 2 TEA recommended scores (4000)  OR Dual Credit Waiver Only- <b>English II</b> EOC combined assessment in both reading and writing Level 2 TEA recommended score (4000)
<b>Reading Based Courses (Must be TSI Reading complete to register):</b> ***ENGL 2311, 2322, 2323, 2327, 2328, 2331; HIST 1301 & 1302; GOVT 2305 & 2306; BIOL2401 & BIOL2402; PSYC 2301 ***in addition to TSI requirements, any course with a Hill College catalog pre-requisite must be met.	Taken prior to March 5, 2016: Composite score of 1070* & a minimum score on the Critical Reading of 500  Taken on or after March 5, 2016: Minimum score of 480 on the Evidence-Based Reading and Writing shall be exempt from both Reading and Writing sections of TSI	Composite score of 23 & English 19	Reading 351	Reading 78	<b>English III</b> EOC combined assessment in both reading and writing Level 2 TEA recommended scores (4000)  OR Dual Credit Waiver Only- <b>English III</b> EOC combined assessment in both reading and writing Level 2 TEA recommended score (4000)
All MATH courses	Taken prior to March 5, 2016: Composite score of 1070* & a minimum score on the Mathematics of 500  Taken on or after March 5, 2016: A minimum score of 530 on the Mathematics test shall be exempt for the mathematics section of the TSI Assessment	Composite score of 23 & Math 19	Mathematics 350	Elementary Algebra score of 63	<b>Algebra II</b> EOC Level 2 TEA recommended scores (4000)  OR Dual Credit Waiver Only- Level 2 TEA recommended score (4000) on the Algebra I EOC & a passing grade (70 or higher) in Algebra II high school course.
<b>Cert. of Completion (CERT 1) Technical Courses</b> Examples: AUMT, WLDG, CSME, ACNT or other CERT1 Technical Courses	Exempt from TSI requirements until a student moves to a Certificate of Technology or Associate of Applied Science degree. Programs that have eligible Certificate of Completion (Cert 1) are Automotive, Child Care & Development, Computer Science, Cosmetology, Criminal Justice, Emergency Medical Professions, Fire Science, HVAC, Industrial Maintenance, Management, Office Administration, Welding				

- A. TSI rules state that students registering in a Level-One certificates or less are exempt from the TSI Assessment requirements. A high school student is eligible to register in career and technical/workforce education dual credit courses without having to demonstrate college readiness on an approved TSI Assessment if the student has permission of the high school.
- B. Students registering in career and technical/workforce education dual credit courses contained in a Level-Two certificate or higher must meet the same dual credit eligibility criteria as students registered in academic dual credit courses.
- C. Students coming from a non-traditional program of study (i.e., a home school, private or a non-accredited high school) and seek dual credit/concurrent courses at Hill College must satisfy paragraphs A through C of this subsection.
- D. To be eligible for registration in a dual credit course, students must meet all the college's regular prerequisite requirements designated for that course.

All students who participate in the dual credit/concurrent program must maintain at a cumulative GPA of at least a 2.0 to remain in good standing. Students who do not achieve satisfactory progress will be placed on Scholastic Probation for the next long semester and may be registered provisionally on a semester basis. Credit will be awarded according to state, local, and institutional policies in effect at the time of registration.

### **3. Location of Classes**

Dual credit courses may be taught on one of Hill College's campus/centers, online, through distance learning, or on the high school campus. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit/concurrent credit courses taught electronically, Hill College shall comply with applicable rules and procedures relating to Distance Education and Off-Campus Instruction. In addition, dual credit courses taught electronically shall comply with the Texas Higher Education "Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically" and Hill College's standards for distance learning courses.

### **4. Composition of Class**

- A. Dual credit courses offered on any Hill College campus/center will be open to both eligible high school students and college credit students.
- B. Dual credit classes planned at any approved off-campus site in collaboration with the appropriate college faculty and staff and local high school personnel will be taught for dual credit only if the number of dual credit students is justifiable.
- C. Dual Credit classes may be composed of dual credit/concurrent and/or regular admission college credit students. Exceptions for a mixed class may be allowed under one of the following conditions:
  - i. If the course involved is required for completion under the State Board of Education High School Program graduation requirements and the high school is otherwise unable to offer such a course;
  - ii. If the mixed class is limited to high school honors students, College Board Advanced Placement or International Baccalaureate, dual credit/concurrent students, and/or regular college credit students, all of whom will be taught the college-level course. Students not registered for college credit by the official census date of the class will not be awarded college credit.

iii. If the course is a career and technical/workforce education course and the high-school credit-only students are eligible to earn articulated college credit.

D. It is the responsibility of the ISD's high school principal to certify to Hill College that the requirements for class composition have been met, and it is the responsibility of Hill College to verify that classes taught are in compliance with this section. Further, should it be determined that this section has been violated, at the sole discretion of Hill College, Hill College may deny credit to any single student and/or all students who participated in an unapproved mixed class.

## **5. Faculty Selection, Supervision, and Evaluation**

A. Faculty for a dual credit course will be approved and employed by Hill College. The instructor must meet credential requirements of Hill College and minimum requirements as specified by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Each faculty member assigned to teach an academic course will have a master's degree plus 18 hours in the specific discipline. Technical course instructors will have at least an associate degree and three years of work experience in the related business or industry.

B. Instructors teaching dual credit courses must meet the same standards, review, and approval procedures as full-time, regular Hill College faculty.

C. Faculty for a dual credit course who are not a full-time faculty member of Hill College report directly to the appropriate Dean of Instruction for the pathway in which the course(s) is being taught. The college shall supervise and evaluate part-time faculty teaching dual credit courses using the same or comparable procedures used for full-time faculty employed by college.

D. The performance appraisal process for dual credit instructors will be conducted by the immediate supervisor and reviewed by the second line supervisor prior to the appraisal interview with the employee. The dual credit faculty evaluation process will mirror the evaluation process used at the college for all full-time faculty members and will be done according to the college policy manual. All dual credit faculty will be periodically evaluated using the following means: 1) random classroom observation by the immediate supervisor of that discipline, 2) student evaluations and 3) self-evaluation.

E. All Dual Credit faculty instructors will be supervised by the following means:

i. When dual credit classes are visited during a classroom observation, supervisors will ask to see items such as the textbook, observe instruction and interaction with students, and request a class syllabus and a sample of class tests, quizzes, labs, and/or projects.

ii. Dual Credit instructors are given a self-evaluation form and are asked to fill it out and return the form to their Hill College supervisor.

iii. All dual credit instructors are given a master syllabus for the course. The master syllabus provides grading policy and student learning outcomes.

iv. All dual credit instructors are required to participate in the assessment process.

v. All dual credit instructors are required to certify rosters.

vi. All dual credit instructors are required to submit final grades.

F. Faculty teaching courses, which result in the award of college credit, will be regularly employed faculty members of Hill College. All faculty selected by Hill College to teach dual credit classes will be considered employees of Hill College and will be compensated by the college in accordance with Hill College policy, procedures, and guidelines.

- G. Applications for employment and official transcripts from each college or university attended MUST be submitted and approved prior to the start of classes. All paperwork will be kept on file at Hill College.

## **6. Course Curriculum, Instruction, and Grading**

- A. Hill College courses offered as dual credit, regardless of where they are taught, follow the same syllabus, course outline, textbook, grading method, and other academic policies as the courses outlined in the Hill College catalog.
- B. Approved courses being taught for dual credit must follow the approved master syllabus of the discipline and of Hill College.
- C. Textbooks should be identical to those approved for use by Hill College. Should an instructor propose an alternative textbook, the textbook must be approved in advance by the appropriate instructional department of Hill College and the Vice President of Instruction. Other instructional materials for dual credit/concurrent courses must be identical or at an equivalent level to materials used by Hill College.
- D. Courses which result in college-level credit will follow the standard grading practices of Hill College, as identified by college policy and as identified in the appropriately approved course syllabus. The grades used in college records are A (excellent), B (above average), C (average), D (below average), F (failure), I (Incomplete), W (withdrawn). The lowest passing grade is D. Grade point averages are computed by assigning values to each grade as follows: A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. Grading criteria may be devised by Hill College and the ISD to allow faculty the opportunity to award high school credit only or high school and college credit depending upon student performance.
- E. Faculty, who are responsible for teaching dual credit/concurrent classes, are responsible for keeping appropriate records, certifying census date rosters, providing interim grade reports, certifying final grade reports at the end of the semester, certifying attendance, and providing other reports and information as may be required by Hill College and/or the School District.

## **7. Academic Policies and Student Support Services**

- A. Hill College courses offered as dual credit, regardless of where they are taught, follow the same syllabus, course outline, grading method, drop and add procedures, academic calendar and other academic policies as outlined in the Hill College catalog and student handbook.
- B. Numerical grades may be used for dual credit courses and are given in accordance with academic policies in the college catalog. To receive numeric grades, each student or the designated high school official must request the 6-Week Grade directly from the instructor. The instructor is required to provide the numeric grade to the student or directly to the high school official within 5 class days of the request.
- C. All academic policies of the college are applicable to dual credit courses. These policies include the appeal process for disputed grades, dropping and adding courses, the communication of grading policy to students, distribution of the syllabus, etc. Dual credit students may reference the Hill College, student handbook and website for information.
- D. Students in dual credit courses are eligible to utilize the same or comparable support services that are afforded to all Hill College students. The college is responsible for ensuring timely and efficient access to such services, to learning materials (e.g., library resources), and to other benefits for which the student may be eligible. In addition, Hill College will offer these students access to the library's electronic information resources through the internet, subject to Hill College's licensing contracts with its vendors and available technology.

- E. The ISD agrees to allow those students currently registered in Hill College courses, within the District's facilities, access to the information resources available in the district. These students are under the same rules and regulations as other students of the district and are subject to the same fines and penalties.
- F. To be eligible for these privileges, a Hill College student must present proof of current enrollment. This may take the form of, but is not limited to, student ID card, bill for registration, or a class schedule.
- G. Hill College Dual Credit staff will offer information sessions and/or appointments for dual credit students and their parents to assist them in becoming acquainted with the dual credit process to include application, academics, registration, tuition/fees and support services of the college. Information for dual credit will be maintained on the Hill College dual credit website.
- H. The ISD and College agree to maintain the records of all students in accordance with all applicable federal, state, and local laws. In accordance with the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA) (20 U.S.C. §1232g), all records relating to students, which are generated or maintained by either party, shall be considered education records in accordance with applicable laws and policies.
- I. Dual Credit students will be required to adhere to college policies and procedures regarding facilities and equipment usage, code of conduct, and are subject to appropriate action taken by the ISD and/or College.
- J. Upon registering in dual credit courses, the student's information will become part of the College's student directory information and subject to the Texas Public Information Act. Students will be able to designate release of directory information.
- K. Hill College Academic Advisors and Success Coordinators will provide information and resources to dual credit students to assist with achieving both academic and personal success goals. Staff assist with policy and degree requirements, education planning, and transfer and career opportunities.
- L. It is the policy and procedure of Hill College to provide reasonable accommodations for qualified students with documented disabilities. Hill College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations to afford equal educational opportunity and enable participation in and benefits from educational programs and activities. Students must provide appropriate documentation, complete an accommodation request form and submit to the Academic Advising and Success Center. Every effort will be made to identify needs and provide reasonable academic accommodations that a student needs.
- M. If for any reason, it becomes necessary for a student who has registered for a Hill College class to withdraw or drop the class, Hill College and the ISD agree it is the responsibility of the student to officially withdraw or drop the college course.
- N. A student may add or drop a course prior to the official census date for the course. Students who drop prior to the official college census date will not receive a grade of any kind; tuition and fees will be refunded in accordance with the College approved refund schedule.
- O. A student may withdraw from a course with a grade of "W" any time after the census date for the semester and on or before the last day to withdrawal a class of a term as designated in the college academic calendar. Dual credit students attending class on or off campus may initiate a Drop, Withdrawal Resignation form through the Hill College Dual Credit office or Academic Advising and Success Center. If attending class off campus at a high school, the student should notify his/her high school representative and complete the form. A student who discontinues class attendance and does not officially withdrawal the course on or before the last day will receive

a performance grade for the course based on the grading criteria identified in that course's syllabus. This grade will go on the student's permanent high school and college transcripts.

- P. If at the end of a semester there are overdue books or materials belonging to a Hill College library, each library will take steps consistent with their policies and procedures to ensure that the past due books and/or materials are returned as expediently as possible. Upon return of the material the lending library, the student's account will be cleared of any obligation.

## **8. Transcription of Credit**

- A. For both technical and academic dual credit/concurrent credit courses, college credit will be transcribed immediately upon a student's completion of the performance required in the course.
- B. Prior to graduation from high school, a student or high school representative can request an unofficial transcript of courses taken as dual credit to be released to either the student or the high school.
- C. Upon graduation from high school, students must submit an official high school transcript, with date of graduation, before a Hill College official transcript will be released to other colleges or universities.
- D. For technical and academic dual credit/concurrent courses which result in high school-level credit, the ISD will transcript all course work in accordance with the ISD's normal policies and procedures immediately following the end date of the course. Further, the ISD agrees to make available in the same manner it does to other students an official high school transcript that may be sent to other schools, colleges, or locations as the student so designates.
- E. Students registered in Continuing Education courses may be eligible for Course Completion Certificates if all specific requirements in the course syllabus are met and certified by the Department of Continuing Education.
- F. Hill College is a fully accredited institution and core academic courses are transferable to any state university in Texas. However, since each college has its own policy regarding the transferability of courses, each student is strongly advised to check with the college which he or she plans to attend, if other than Hill College, to determine the transferability of Hill College courses.

## **9. Sources of Funding**

- A. State funding for dual credit/concurrent courses will be available to both the ISD and Hill College based upon the current agreement between the Commissioner of Education and Commissioner of Higher Education. In accordance with this agreement, Hill College may claim state funding for all students registered for college-level credit in a dual credit/concurrent course. The ISD may also claim full ADA funding for all students registered in a dual credit/concurrent course.
- B. In accordance with the tuition and fee structure established by the Hill College Board of Regents, Hill College agrees to charge standard district and non-district tuition and fees as indicated on the Hill College website. The Hill College Board of Regents reserves the right to change the policies and procedures of Hill College, without notice, including tuition and fees in accordance with the cost of instruction and state laws.
- C. The ISD agrees to pay for the cost of tuition, fees, textbooks, and required student supplies or to inform Hill College who is responsible for tuition, fees, textbooks, and required student supply items.
- D. High school students taking Hill College courses for dual credit are responsible for ensuring that all applicable dual credit tuition and fees are paid by the student in full at the time of registration according to college



requirements. Dual credit/concurrent students fall under the same refund and other financial policies as other Hill College students.

- E. If the ISD alone is to be responsible for payment of a student's tuition and fees, Hill College agrees to bill the School District immediately following registration. The ISD agrees to settle all account receivables with Hill College within 30 days of the billing date. Students whose tuition and fees are not paid by the official college census day of the class will be dropped from the college roll and must be removed from the class in accordance with Section 4 of this agreement.
- F. Students who officially withdraw from Hill College will have their tuition and mandatory fees refunded according to the official refund policy schedule for all students. Tuition, and fees paid directly to Hill College by the ISD, sponsor, donor, or scholarship fund will be refunded to the source rather than directly to the students.
- G. Hill College is not responsible for the transportation of dual credit students.

**10. Facilities**

The ISD agrees to maintain adequate physical facilities and resources to serve dual credits students taking dual credit courses at the ISD location. Adequate facilities are those of the quality, scope and condition to support the dual credit programs being offered at the ISD location.

More important than the above listed provisions is the spirit of cooperation between the respective ISD and Hill College. Both parties endeavor to provide a positive collegiate-level experience for students with the maturity and academic preparation to benefit from college-level courses. This agreement replaces any previous agreement and will remain in effect unless revoked in writing by either party.

Approved by the Hill College District Board of Regents; executed by the Hill College District; and signed by its President.



Pam Boehm, Ph.D.  
President  
Hill College  
112 Lamar Drive  
Hillsboro, TX 76645

11/12/18  
Date

Approved by the Aquilla ISD Board of Trustees; executed by Aquilla ISD; and signed by its Superintendent.



Dr. David Edison  
Superintendent  
Aquilla ISD  
404 N. Richards  
Aquilla, TX 76622

11/9/18  
Date

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# **Aquilla Independent School District “Grow Your Own” Teacher Certification Program**

## **OVERVIEW OF PROGRAM**

### **Purpose**

The Aquilla Independent School District (AISD) “Grow Your Own” Teacher Certification Program provides tuition and other support to recruit and retain future teachers in the locally identified shortage areas of our rural school district.

### **Eligibility**

The “Grow Your Own” teacher training program is open to Paraprofessionals, Instructional Aides and Long-Term Substitutes’ who have completed the application requirements outlined in Section I, and who are enrolled in a credited college majoring in education or have a degree and are in an alternative certification program) to be qualified to teach for AISD by August 2021.

### **Agreement**

AISD will enter into a legally binding agreement with eligible individuals; the agreement will consist of Sections I-VII below. Under this agreement, an Approved Applicant will take course work needed for a college degree in education or enrolled in an alternative certification program. The program will be limited to 10 total participants. After graduation, completion of the alternative certification program, or otherwise becoming certified to teach, the Approved Applicant must teach in AISD for 3 years.

## **SECTION I—APPLICATION AND SELECTION**

- A. To complete the application process and be considered for the program, the applicant must submit the following documents, in accordance with deadlines and submission requirements as specified by the Superintendent or designee:
- Copy of high school transcript or GED certificate (if applicable)
  - SAT/ACT or other entrance test scores (if applicable)
  - Copy of college transcripts (if applicable), indicating a minimum cumulative grade point average of 2.0 on all college work taken within the last 5 years.
  - Letter of recommendation and approval from building principal (sent directly from principal to superintendent or designee.)
  - Letter of recommendation from two teachers (sent directly from teachers to superintendent or designee)
  - Letter of recommendation from active community or civic leader (sent directly from community member to superintendent or designee.)
  - Brief personal biography (not to exceed 1 pages)
  - 200-300 word essay on “Why I Want to Become a Teacher in AISD”
- B. Recommendation letters are confidential and applicants agree they will not seek access to them.
- C. The Superintendent shall evaluate applications and determine whether an individual is admitted to the program. The Superintendent’s decision shall be final.

## **SECTION II—DISTRICT CONTRIBUTION AND ASSURANCES**

- D. AISD agrees to pay/provide for costs or materials as specified below up to \$11,000 for Approved Applicants seeking a bachelor's degree and up to \$5,500 for Approved Applicants seeking certification only. Approved Applicants must submit a "notification of enrollment in course work" and textbooks and laboratory fee form to the AISD personnel office before enrollment in order for AISD to pay these amounts in advance:
- tuition costs and required fees at the college or university selected by the Approved Applicant.
  - required textbooks and supplies for the courses leading toward a degree at the college or university selected by the Approved Applicant.
  - required laboratory fees for courses leading toward a degree at the college or university selected by the Approved Applicant.
  - the fees for the first administration of required TExES tests for certification.
- E. AISD may pay for an Approved Applicant to attend conferences or workshops for an Approved Applicant to learn the AISD's curriculum. Amounts for such conferences and workshops will also be included in (not in addition to) the totals specified.

### SECTION III-EMPLOYEE CONTRIBUTION AND ASSURANCES

- G. Approved Applicants agree to pay for:
- Fees for university graduation activities (if applicable)
  - Late registration fees (if applicable)
  - Parking fees
  - Transportation to and from sites where courses are taught
  - Retaking courses
  - All other costs
- H. Additionally, an Approved Applicant agrees to the following:
- For current college students, the Approved Applicant must have already been admitted to an accredited college or university and declared education (or other program leading to a degree in a teaching subject) as the major.
  - For current college students, the Approved Applicant's schedule of classes must be approved each semester by the Superintendent or designee.
  - For current college students who withdraw from a course or earn a grade below "C" in a course, the Approved Applicant must reimburse AISD for full tuition, textbooks, and any other AISD incurred costs relative to the course.
  - For current college students, an Approved Applicant must maintain a minimum grade point average of 2.5.
  - For current college students, an Approved Applicant must take a minimum of 6 hours of course work each semester, until the degree and certification plan are successfully completed, which can occur no later than May, 2020. Upon written request, an Approved Applicant who is unable to enroll in 6 hours during a semester because the necessary upper division courses are not offered or under other special circumstances subject to the Superintendent's discretion may be permitted to enroll in fewer than 6 hours, but must still complete the degree and certification plan by May, 2020.
  - For any current AISD employee, the employee must remain employed by AISD and receive annual satisfactory or above evaluations by the appropriate supervisor during the program.

- For Approved Applicants in alternative certification programs, the Approved Applicant must complete all of the alternative certification program requirements and pass the TExES test in by May, 2020.

#### SECTION IV: OBLIGATIONS UPON COMPLETION

- I. Upon completion of degree and certification plan (including completion of any alternative certification program), an Approved Applicant shall:
  - Complete student teaching in AISD (if applicable)
  - Accept any full-time teaching position that may be offered by AISD for at least the following 5 years.
  - Comply with all SBEC/TEA/SBOE and T-TESS guidelines, achieving a minimum of “proficient” in appraisal performance ratings.
  - Meet all requirements of professional growth and other duties required of AISD teachers.
  
- J. Upon an Approved Applicant’s completion of degree and certification plan (including completion of any alternative certification program), AISD shall:
  - Review the Approved Applicant’s record and consider offering a one-year probationary contract upon written verification of degree/certificate completion.
  - Comply with all SBEC/TEA/SBOE and T-TESS guidelines.
  - Offer additional contracts, subject to satisfactory performance by Approved Applicant.
  - Inform the Approved Applicant in writing of the full amount expended by AISD in connection with the Approved Applicant’s participation in the AISD “Grow Your Own” teacher certification program.
  
- K. By applying for and accepting the benefits of the AISD “Grow Your Own” teacher certification program, Approved Applicant agrees to repay to AISD all sums AISD expended on Approved Applicant in connection with the program according the terms of this Agreement, including but not limited to this Section, Section II: DISTRICT CONTRIBUTIONS AND ASSURANCES and Section V: TERMINATION.
  
- L. If Approved Applicant fails to comply with or complete the requirements of the “Grow Your Own” program, Approved Applicant shall repay all funds AISD expended on Approved Applicant in connection with the program in installments agreed upon by AISD not to exceed a term of 18 months.
  
- M. Upon obtaining a college degree and teaching certification pursuant to the “Grow Your Own” program, Approved Applicant will repay the amounts expended by one of these methods:
  - Approved Applicant is expected to accept a teaching position with AISD, if offered, and will receive credit against amounts due for each semester that Approved Applicant serves as a full-time teacher in AISD. For each full semester that the Approved Applicant teaches in AISD, Approved Applicant will receive credit for 1/6 of the total expenses paid by AISD. Full credit will be achieved when the Approved Applicant has been a teacher in AISD for 4 years. If Approved Applicant for any reason fails to repay the obligation by working in AISD for 4 years to receive full credit, **including a decision by AISD to terminate or nonrenew a contract**, Approved Applicant must pay the balance of any amounts due in installments agreed upon by AISD not to exceed a term of 18 months.
  
  - If Approved Applicant declines AISD’s offer of a teaching position at any time during the 3 years following completion of the program, Approved Applicant shall repay the balance of all funds AISD expended on Approved Applicant in connection with the program in installments agreed upon by AISD not to exceed a term of 18 months.

- N. If no teaching position is offered upon completion of the program, Approved Applicant has no obligation to repay until such time an offer is made. If the AISD does not offer Approved Applicant a teaching contract within 3 years, Approved Applicant will be released from any obligation to repay funds.

#### **SECTION V: TERMINATION PROVISIONS**

- O. AISD has the right to terminate the “Grow Your Own” program at the end of any regular semester or summer session for any reason. If AISD terminates the program before Approved Applicant completes the degree and certification requirements, Approved Applicant is released from any obligation to repay funds expended on Approved Applicant in connection with the program.
- P. AISD has the right to terminate the Approved Applicant’s participation in the “Grow Your Own” program for any of the following reasons, and Approved Applicant must repay to AISD all amounts expended on Approved Applicant in connection with the program:
- AISD terminates (in accordance with AISD policy) the employment relationship of any Approved Applicant who is a current AISD employee.
  - AISD removes the Approved Applicant from the program based on Approved Applicant’s failure to comply with any of the covenants or conditions of this Agreement or any of the guidelines, requirements or regulations relating to the program, including but not limited to maintaining satisfactory evaluations in an Approved Applicant’s current job assignment in AISD for an Approved Applicant who is a current AISD employee.
  - AISD determines in its sole discretion that Approved Applicant is not making adequate progress or if Approved Applicant’s performance in the “Grow Your Own” program is not acceptable.
- Q. An Approved Applicant has the right to terminate his or her participation in the “Grow Your Own” program at any time for any reason. If Approved Applicant terminates participation, he or she must repay amounts expended on the Approved Applicant in connection with the program under the following provisions:
- For a current AISD employee who withdraws from the program and continues employment in AISD, he or she hereby agrees to a payroll deduction program to repay amounts expended within a term agreed to by AISD not to exceed 18 months. If a current AISD employee Approved Applicant resigns or is terminated before the full amount is repaid, the Approved Applicant must pay any balance due on the date of resignation or termination.
  - For a current AISD employee who withdraws from the program and resigns employment in AISD, he or she must pay all amounts expended by AISD for employee’s participation in the program on the date of resignation.
  - For Approved Applicants who are not current AISD employees, the Approved Applicant hereby agrees to repay all amounts expended within a term agreed to by AISD not to exceed 18 months.

#### **SECTION VI: PROGRAM LIMITATIONS**

- R. AISD establishes the “Grow Your Own” teacher certification program in order to fulfill its needs for certified teachers. An Approved Applicant’s admission to and completion of the program according to the terms set out in this Agreement does not create a property interest in employment or in any other benefit and is not a guarantee that AISD will employ the person as a teacher for any period of time. If

an employee is offered and accepts a contract for teaching in AISD, AISD retains its right to make all subsequent decisions regarding employment, including termination or nonrenewal in accordance with AISD policies.

- S. Operation of the “Grow Your Own” teacher certification program is contingent on the availability of grant funds and is within the sole discretion of the AISD board of trustees.

**SECTION VII: EMPLOYEE’S ACKNOWLEDGEMENT**

I have read the foregoing requirements. By my signature below, I initiate application to the “Grow Your Own” program. I understand that this application process will not be complete until and unless I submit the documents specified in Section I. If accepted to the program, my signature below is acceptance of all the terms and conditions for participation, including the responsibility to repay amounts.

Applicant’s Name (Printed)	Date
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Applicant’s Signature	Date
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Signature of Superintendent	Date
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