



2020-2022 GROW YOUR OWN GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 15, 2019

NOGA ID [Redacted]

Authorizing legislation **General Appropriations Act, Rider 41, 86th 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 **February 1, 2020 to June 30, 2022**

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): [Redacted]

Applicant Information

Organization **Benavides ISD** CDN **006901** Vendor ID **74-6000360** ESC **02** DUNS **078479748**
 Address **106 W. School Street** City **Benavides** ZIP **78341** Phone **(361)256-3003**
 Primary Contact **Dr. Marisa Chapa** Email **mchapa@benavidesisd.net** Phone **(361) 256-3003**
 Secondary Contact **Christina Perez** Email **cperez@benavidesisd.net** Phone **(361) 256-3003**

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
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name **Dr. Marisa Chapa** Title **Superintendent**

Email **mchapa@benavidesisd.net** Phone **(361) 256-3003**

Signature **Marisa Chapa** Date **11/01/2019**

Grant Writer Name **Kristina Ubina** Signature [Redacted] Date [Redacted]

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

ADAD-000754

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 |
|---|---|
| According to the 2019 TX Career Check, elementary school teachers are among the top 11 and secondary school teachers are among the top 14 high-demand occupations in the area. | To address teacher vacancies, Benavides ISD will create and offer students Education & Training dual-enrollment courses. Students in this rural community will be advised of the benefits of pursuing a career in education, including average pay rate, employment availability, etc. Additionally, the district will establish a FCCLA membership & have participants attend the annual conference. |
| The district has an average annual teacher turnover rate of 31%. This is 14.4% higher than the state's average of 16.6%. (Source: 2017-18 TAPR) | Will have 4 dedicated paraprofessionals, instructional aides, and substitute teachers obtain their bachelor's Degree and/or Teacher Certification. These individuals will be asked to sign a Memorandum of Understanding (MOU), which will commit them to employment at the district for 3 years. |
| The district has a high percent (26.32%) of teachers that are reaching retirement age. Unfortunately, many of the teachers hired only remain until they obtain experience and then transfer to a larger district. | Will have 4 paraprofessionals, instructional aides, and/or substitute teachers obtain their bachelor's Degree and/or Teacher Certification. These individuals have been with the district for many years and demonstrate a loyalty to Benavides ISD. |

SMART Goal

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

PATHWAY 1 GOAL:
 By May of 2021, Benavides ISD will offer a course in Principles of Education and Training, Instructional Practices, and/or Practicum in Education and Training and participate in at least one competitive FCCLA event.

PATHWAY 2 GOAL:
 By May of 2022, a minimum of 85% of the teacher candidates will have successfully completed their Bachelor's or Alternative Certification Program Candidate and have passed their certification exam.

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

Below you will find some of the benchmarks for the first quarter of the grant:

- The 4 confirmed candidates will begin the process to receive their bachelor's degree and/or teacher certification;
- An IHE partnership will be formalized to offer dual credit Education and Training courses for the 2020–2021 school year;
- Benavides ISD will offer Education and training courses within the master schedule and market those courses to students to increase the perception of the teaching profession;
- All candidates receiving stipends will sign a MOU. Data will be reported to TEA by May 15, 2020;
- Benavides ISD will distribute the TEA provided survey to all teachers and students enrolled in the existing Education and Training courses between May 1 and June 1, 2020; and
- Ensure a minimum of 15 students will be enrolled in Education and Training courses for Fall 2020.

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

The following benchmarks were created to measure the programs progress during the second quarter:

- 2 candidates will have received their teaching certification and will be serving as teachers of record;
- 15 students will have completed at least 1 semester of an approved Education Training Course;
- Benavides ISD will create & submit high-quality Education and Training lesson plans to TEA for publication each semester;
- 2 candidates will have completed their first set of courses needed to obtain their bachelor's degree;
- Progress monitoring will be reported to TEA in January 2021.

By this time, the high schools will have established a FCCLA chapter. Therefore, the following benchmarks were created:

- A minimum of 5 students will become members of the FCCLA; and
- A minimum of 5 members will attend an annual conference and compete in an annual academic event.

Third-Quarter Benchmark

Benchmarks to be used to measure the program's third-quarter progress include the following:

- 2 candidates will have received their bachelor's degree and/or teaching certification and will be serving as teachers of record;
- Benavides Independent School District will distribute the TEA provided survey to all teachers and students enrolled in Education and Training courses between September 1 and October 1, 2020, and between May 1 and June 1, 2021.
- 15 students will have passed their Education Training Course; and
- 5 additional students will become members of the FCCLA.

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.

Describe how you will use project evaluation data to determine when and how to modify your program: The district will collect data on a regular basis. Students taking part in the Educational and Training courses will have their academic data submitted to the Program Director as it becomes available. Instructional staff that are obtaining a degree or teacher certification will be required to submit printouts of their course grades from the university's blackboard gradebook. Additionally, sign-in sheets will be collected from the district's FCCLA which will be utilized to monitor participants attendance.

This data will be assembled into progress reports which will be reviewed by the stakeholders. These reports will help the stakeholders to determine the following:

- Is the campus on target to meet their identified benchmarks?
- Which benchmarks are at risk of not being met?
- What obstacles are putting the program at-risk?
- What solutions can be implemented to address the obstacles?

If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability: If it is determined that the benchmarks that were listed cannot be met, the stakeholders will discuss modifications that need to be made to the program. If modifications must be made, the district will send out letters and/or the TEA-provided surveys to parents/guardians, community, administrators, and board members to notify them of the intent of the district to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. This is especially important since the funding allocated for this grant will be based on the number of teachers and paras/aides/subs that participate in the program.

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 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
- The LEA will commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
- Participants and candidates will commit with an MOU to remain in the LEA or partner 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 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, and shall provide to TEA, as per deadlines listed on page 26 of the Program Guidelines, quarterly reports on progress towards SMART goals and performance measures as well as candidate information and survey responses to TEA.
- All grant-funded participants and candidates will be identified and submitted to TEA by May 15, 2020.
- 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. A budget amendment must be filed within 7 days if requested by TEA.
- Applicants agree to amend the number of candidates as requested by TEA on the basis of necessity and data.

PATHWAY 1- The applicant assures the following:

- Each high school will implement the courses described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, with the teachers receiving the stipend as teachers of record for both or either courses.
- Participants receiving the \$10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2021-2022 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 2020-2022 Grow Your Own Grant Program, Cycle 3 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.
- The LEA will not collect tuition or fees from students as per the program guidelines.

PATHWAY 2- The applicant assures the following:

- The LEA will allow reasonable paid release time and schedule flexibility to candidates for class attendance and course completion.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2022-2023 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 no later than May 15, 2020.
- All Pathway 2 (a) certification-only candidates will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
- All Pathway 2 (b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within 2 years and serve as a teacher of record in the LEA by the 2022-2023 school year.

PATHWAY 3- The applicant assures the following:

- The EPP will provide Pathway 3(a) candidates with a residency of one academic year, in-person and on-site coaching and evaluation, at least six on-site observation and feedback cycles per semester and at least two observations of a full lesson per semester.
- 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 Pathway 3(b) candidates with training that is at least 4 weeks long, in-person and on-site coaching and evaluation, at least four face-to-face observation and feedback cycles, 12 instructional days with 1 hour of instruction per day, 150 professional development hours, and 30 hours of field-based experience.
- 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, for which the LEA will allow release time.
- Candidates will complete the clinical year or pre-service training within the named partner LEA(s), which will in turn agree to hire candidates upon satisfactory program completion.

Statutory/Program Requirements

PROGRAM REQUIREMENT 1: Describe the sustainability plan for the Grow Your Own Program beyond the timeline of grant funding. This plan should address how a high-quality program will be maintained, including clear action steps beginning in the first year of grant funding and a demonstrated ability to leverage and coordinate resources that increase your capacity to strengthen the local educator pipeline and make progress on sustainability. This may include the use of other local, state and/or federal resources. Consider also how the Grow Your Own Program may be integrated into, be supported by, and provide support for existing LEA or EPP initiatives and/or priorities.

The district will create a sustainability plan that will be built on the initiatives developed through the first year of the Grow Your Own (GYO) Program. This plan will accurately outline the clear action steps beginning in the first year of grant funding. Some of the action steps that will be taken during the initial year of funding to ensure grant sustainability include:

- Receiving constant feedback from program participants through surveys and face-to-face interviews;
- Developing a strong relationship with the partnering IHE (s);
- Searching for other resources such as local, state, and federal grants; and
- Receiving buy-in from valuable stakeholders.

The use of other state, federal and local resources such as an advisory board, middle school involvement, post-secondary partnerships, guaranteed interviews for returning students, etc. will ensure the sustainability of the program. This ability to leverage resources, along with the school board's buy-in, as seen in the written letter of support (5 pts), attests to the commitment of the district to sustain the program beyond grant funding.

Moreover, to support the district's current initiative to address the high teacher turnover rate (31%), Teacher Mentors will be utilized to provide support and guidance to new and struggling teachers (In-kind). When possible, common planning times will be provided for teachers to work together to develop lesson plans. This will in turn hopefully decrease the 44% of new teachers that quit teaching within their first 5 years (Source: Education Week October 23, 2018).

PROGRAM REQUIREMENT 2: Describe the plan to recruit participants/candidates who are interested and eligible in participating in the program and receiving stipends. The plan must incorporate research-based best practices in equitable recruitment and address the process for identifying individuals with potential indicators including a demonstrated track record of success and/or achievement, involvement in student organizations and/or school activities, a desire and commitment to teach long term in the LEA and/or region, strong evaluation ratings (if applicable) and strong relationships with students. The plan must also include strategies to recruit diverse individuals representative of the LEA student population.

Recruitment and selection of participants started with a targeted needs assessment which focused on teacher shortages, as well as, gaps in teacher/student demographics.

Recruitment: The district will implement the following strategies:

- Administrators will form a committee for the selection of high potential participants;
- Surveys will be administered to attract interest; and
- Meetings will be held to detail the program and explain the available financial support.

Selection: The district will incorporate a researched-based process to select the appropriate individuals. When selecting for a teacher of record for the education and training courses, priority will be given to those demonstrating an overall Distinguished or Accomplished rating. Teachers that meet these standards on their last performance assessment will be considered as long as they received a Distinguished and/or Accomplished rating in any of the following areas: Goal Setting; Content Knowledge and Expertise; Communication; Managing Student Behavior; Classroom Culture; Classroom Environment, Routines, and Procedures; and Differentiation. Additionally, teachers that demonstrate: a successful record of measurable student achievement; involvement in student organizations and activities; and a desire to build a strong relationship with the district will also be selected for participation.

Statutory/Program Requirements

PROGRAM REQUIREMENT 2 CONTINUED:

PROGRAM REQUIREMENT 3: Describe how the LEA will equitably select quality, diverse candidates from the pool of eligible candidates who will participate in the program and receive stipends. Include the use of any interview questions, assessment of persistence, recommendations, rubrics, consideration of hard-to-staff areas, or other tools using research-based, equitable best practices.

Once the paras/aides/subs have been identified from the pool of eligible candidates, the district will rank the candidates based on experience and proficiency and utilize a rubric that will help to keep track of information. The experience of each candidate will be based on years of teaching, community and extracurricular involvement, and more.

For proficiency, the district will look at accomplishment of goals, classroom management, attendance rates, student grades, student pass rates, etc. These results will be combined to rank the candidates, with additional points to be provided for the candidates that help to address the diversity of the teacher population in comparison to the student population.

After the preliminary process is complete, the candidates will participate in a final interview (that assesses persistence, recommendations, etc.), to ensure that the district selects the appropriate individual to take part in the program. If for some reason a candidate cannot commit once selected, the district will continue the aforementioned process to choose another qualified individual.

Statutory/Program Requirements

PROGRAM REQUIREMENT 4: Describe how the LEA will support participants and candidates that receive stipends in fulfilling responsibilities, persisting in the program, and excelling in their role. Name specific supports for potential career pathways, resource supports, and personnel supports.

The district is fully committed to the success of this program. Therefore, all program participants that receive stipends will be given assistance and support from district administration in order to:

- Fulfill responsibilities accurately;
- Persist successfully in the program; and
- Excel in the role as specified.

Specific support for potential career pathways, resource supports, and personnel supports can be seen below:

First, each participant will meet with district administration on a monthly basis to discuss progress, obstacles, and/or solutions. The teacher of record that is providing Education and Training instruction, will be provided access to additional trainings that will help him/her to strengthen the connection students have to the teaching field. In addition, grant funds will be utilized to purchase any supplies and curriculum they need to ensure the course (s) can be properly conducted.

In addition, Pathway 2 candidates that are working to obtain their bachelor's degree and/or teacher certification will be assigned a teacher that will serve as a mentor for the participants (In-kind). The teacher will meet with the participants on a weekly basis to help them address any issues they may be facing. In addition, the participants will also be able to shadow the teacher and obtain experience in lesson planning, classroom management, and more. Once the participants have received their degree and/or teacher certification, the participants will continue to be mentored. Time will be provided for the participant's teacher mentor to conduct classroom visits so that the mentor can provide feedback, modeling, and more.

PROGRAM REQUIREMENT 5: Describe the MOU in which (1) participants/candidates commit to remain in the LEA for an agree upon length of time as a condition of receiving the stipend and (2) the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

The teachers will be invited to take part in the program, based on their ranking. Teachers that agree to be a part of the program will be required to sign a MOU which will commit them to continue their employment with the district for a minimum of 3 years as a condition of receiving the stipend, as well as, state that the district will commit to hiring/retaining each participant that completes the program and demonstrates effective job performance. The teacher will be informed that the MOU is a condition set forth by TEA. If the teacher cannot commit, another teacher will have to be selected.

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 2020-2022 Grow Your Own Grant Program, Cycle 3 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 Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit X \$5,500 =

Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit X \$11,000 =

Number of high schools with existing Education and Training courses in 2019-2020 X \$8,000 =

Number of high schools without existing Education and Training courses in 2019-2020 X \$10,000 =

Number of high schools offering dual credit Education and Training courses in 2020-2022 X \$10,000 =

Total Request for Pathway 1

PATHWAY TWO

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

Number of Pathway 2(a) candidates pursuing a teacher certification only X \$5,500 =

Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification X \$13,000 =

Request for Pathway 2

Request for Pathway 1

Total Combined Request for Pathways 1 & 2

PATHWAY THREE

Check this box if you are applying for Pathway 3

Number of Pathway 3(a) candidates participating in a year-long clinical teaching assignment X \$22,000 =

Number of Pathway 3(b) candidates participating in an intensive pre-training service program X \$5,500 =

Total Request for Pathway 3

Request for Grant Funds

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

| PAYROLL COSTS (6100) | BUDGET |
|---|----------------------|
| Stipends for dual enrollment Education and Training courses teacher of record | 10,000 |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

| PROFESSIONAL AND CONTRACTED SERVICES (6200) | BUDGET |
|--|---------------|
| Participants' bachelor's degree and certification tuition cost | 22,000 |
| Participants' certification tuition cost | 9,500 |
| Technical assistance to implement effective Education and Training programs | 3,497 |
| CTSO teacher and student memberships and event/conference participation cost | 500 |

| SUPPLIES AND MATERIALS (6300) | BUDGET |
|--|----------------------|
| Supplies and instructional materials to implement and grow an Education and Training program | 6,700 |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

| OTHER OPERATING COSTS (6400) | BUDGET |
|---|----------------------|
| Teacher and student travel cost associated with CTSO conference/event | 500 |
| Travel costs to travel to the June 2020 TEA-led Teacher Institute | 3,000 |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |

Total Direct Costs 55,697

Indirect Costs 2,303

TOTAL AMOUNT REQUESTED 58,000

Total Direct Costs plus Indirect Costs

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

2020-2022 Grow Your Own Grant Program, Cycle 3 Pathways 1 and 2 Program Attachment

Pathway 1: Support for Education and Training Program Implementation

Implementation and Growth of the Education and Training Courses: Applicant must articulate the plan for the implementation, marketing, and growth of the Education and Training courses at each high school in the LEA, offering the Principles in Education and Training, Instructional Practices, and Practicum in Education and Training courses. The plan must address the following:

- A description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc., that ensured the quality and diversity of the future teaching pool
- Marketing and recruitment strategies to increase student interest and persistence
- Strategies to increase enrollment in each course each year
- Career development, counseling, and support opportunities for students and the establishment and/or growth of TAFE or FCCLA
- A description of the recruitment and selection of highly-qualified, field-site classroom teachers (who mentor/host the students as they complete field experiences) with measurable evidence of student achievement
- 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

Profile of Students Targeted for Recruitment: Students that have expressed their interest in education or have demonstrated good leadership skills will be targeted for recruitment. In addition, the district will also target students that are enrolled in advanced courses or excel in extracurricular activities, such as UIL. These students will be targeted due to their proven commitment and persistence.

Marketing and Recruitment Strategies: The district will begin a marketing campaign that will provide information to all students regarding the benefits of pursuing a career in the educational field. This will include the following information:

- Types of careers that can be pursued;
- Available positions in the district, county, and state;
- Average pay;
- Work schedule;
- Career Guest Speaker Presentations;
- Holidays;
- Retirement and medical benefits; and more.

Additionally, previous graduates will be invited to visit the school to meet with the participating students. The graduates will be asked to provide examples of how a teacher affected their life choices and were able to provide them the support they need.

Strategies to Increase Enrollment (Each Course/Each Year): To increase enrollment in the Education and Training Courses each year, the district will ensure that an educational booth is available for college and career nights. This representation will help to ensure that students are constantly aware of the opportunities that are available each year. Additionally, to continue to increase enrollment, colleges and universities will be invited to attend the college and career workshops where they can include information pertaining to their teaching degree programs.

Career Development, Counseling, and Support Opportunities for Students: As part of the plan, career development, counseling, and support opportunities will be provided to students. Students will first be offered the opportunity to take a career aptitude test. These tests will identify students that have an affinity for the education profession. Once these students have been identified, the Counselor will meet with the student to provide them: Added information regarding the careers that are available; Benefits and drawbacks they may encounter; Growth opportunities; and More. Each student will be provided with information that details the educational requirements that they will need to meet in order to obtain a position as an educator. For students that are interested, the Counselor will assist them in identifying financial support that can assist them in obtaining the required education. Throughout their attendance at the high school, the Counselor will meet with them on a regular basis to provide them with added guidance and support. It will be the intent of the district to provide these participating students the opportunity to take part in as many dual-enrollment courses as possible. This will minimize the number of courses students are required to take after graduation and will expedite their entry into the teaching profession.

Establishment of the CTSO Program: The Career and Technical Education Student Organization (CTSO) that was selected by the district is the Family, Career and Community Leaders of America (FCCLA). This selection was made because the FCCLA's mission, "To promote personal growth and leadership development through Family and Consumer Sciences education. Focusing on the multiple roles of family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation", is in line with the goal of the district. It is the intent of the district that a participating teacher will serve as the Chapter's Director. As the Director, this individual will be responsible for scheduling regular meetings, organizing the participants' trip to attend the annual conference, and assisting and providing guidance in the annual academic event. This individual will also be responsible for marketing the program and increasing membership.

Recruitment and Selection of Teachers with Measurable Evidence of Student Achievement: The district will recruit and select teachers that have field experience and demonstrate a commitment to the school district. Additional factors (Ex. Student demographic gap) will be considered when selecting teachers to participate in the program and could include the results of the teacher's last performance assessment. Priority will be given to teachers that demonstrate an overall Distinguished or Accomplished rating. Teachers that receive an overall Proficient rating on their last performance assessment will also be considered as long as they received a Distinguished and/or Accomplished rating in any of the following areas: Goal Setting; Content Knowledge and Expertise; Communication; Managing Student Behavior; Classroom Culture; Classroom Environment, Routines, and Procedures; and Differentiation. Additionally, teachers that demonstrate a record of measurable student achievement and involvement in student organizations will also be considered for participation.

How Leadership and Staff will Motivate Students: The district's marketing plan will help to ensure that the students are aware of the benefits of pursuing a career in education. This will include the positive impact they can have on others, summer and holidays off, high number of jobs available in the education field, and more. This will help to ensure that student interest in the education career field increases.

To increase persistence, the counselors at Early College High School will meet with participating students to identify how they are progressing with the Education and Training courses. The counselor will be available to answer any questions that the student has regarding the courses and the teaching profession. This will help to increase interest in the courses. In addition, the district will provide students the opportunity to shadow a highly-qualified teacher. This will allow the student the opportunity to observe firsthand the impact that the teachers can make on an individual that is struggling.

(Required only if implementing dual credit Education and Training courses): 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** address the following:

- 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
- A description of the timeline to develop the dual credit partnership by the 2020–2021 school year
- A signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings that specifically name courses in the Education and Training sequence

The district will develop a partnership with an Institution of Higher Education (IHE) to provide a course of study that enables participating students to combine high school and college-level courses during grade levels 9 through 12. These courses will include dual-credit Instructional Practices and Practicum in Education and Training courses, as well as, additional core area courses that will be required of students that are seeking to obtain a degree in the educational field.

Explanation of Dual-Credit Partner Partnership: The district will coordinate with an IHE that will offer the Education and Training dual-credit courses to students, as well as, other courses that will be necessary for participants to obtain a degree in education and obtain their teaching certification. This is ideal for the district since their goal will be to have students obtain as many as 60 college credits by the time they graduate. Benavides ISD's high school campus will focus on providing Education and Training and core area dual-credit courses for its participating students. These courses will be transferable and will expedite the pace at which students obtain their Bachelor's in Education Degree. To do this, the district will establish an articulation agreement with an IHE to allow students to earn college credits while enrolled at the Early College High School. While attending the Early College High School, students will be enrolled in dual-credit courses which will be free of charge and will include books, testing materials, tuition, TSI testing fees, etc.

Timeline to Develop Dual Credit Partnership: The district will meet with an IHE during the Spring of 2020 to discuss the dual-credit education courses that are provided to students at the Early College High School. If the district doesn't already have an Memorandum of Understanding (MOU) in place with the IHE, one will be created and signed to include the courses, services, and supports that students will need through the Education and Training courses are detailed (If the district has an MOU in place with the IHE, the agreement will be reviewed and updated to include the Education and Training courses, if needed). This MOU will be signed by the authorizing officials and be effective the 2020–2021 school year.

Signed Letter of Commitment: At this time, a signed letter of commitment from the IHE has been included within this grant that indicates the agreement to establish dual-credit course offerings.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles

(Required only if applying for Pathway 2 funding): 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
- A description of the timeline to develop the partnership such that candidates are able to serve as full-time teachers of record within the timeline of the grant
- A description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability

The district will develop a partnership with an IHE, who will serve as the Educator Preparation Partner. The district will first meet with an IHE to identify the minimum requirements needed for participants to be admitted into the Educator Preparation Program (EPP). During the meeting, costs for the program, included supplies, and provided supports will be discussed. Once an agreement has been established, the district will formalize this partnership by providing an MOU that details the agreed upon terms.

Explanation of Partnership for Training, Support, and Certification: All participants planning to enter the Educator Preparation Program (EPP) will initiate the pre-admission process in the Education courses (PEDG 2310). Pre-admission requirements have been embedded in the course, so that, with the successful completion of the course, those requirements should be fulfilled. Toward the end of the semester, participants will complete the Initial Educator Preparation Program Admission Application. Participants will be notified if they have been admitted pending completion of PEDG 2310. Participants are required to formally accept the admission status through Tk20 survey. A syllabus for each pedagogy course (prefixes PEDG, READ, EACH and SPED) will be provided to each participant at the beginning of each course, and will be available through a department or faculty information web site.

Timeline to Develop Partnership: The district will meet with an IHE during the Spring of 2020 to discuss developing a partnership to be signed and implemented by Fall 2020. In the partnership, the LEA will have established with all teacher participants that they must serve as full time teachers throughout the timeline of the grant.

A description of job-embedded training: Benavides ISD will implement job-embedded training throughout the year for all participants. This training will provide participants the knowledge and experience they need to succeed when filling the role as a teacher. Some of the training that could be provided to participants include: Tracking growth of students on the TEKS; Monitoring student grades to ensure progress is made; Creating lesson plans for students; and Teaching the class, when possible.

Flexibility of training locating and schedule: To ensure participants complete the program with great success, Benavides ISD will utilize a cohort approach of only 5-10 participants. This will ensure that the individuals can meet with district administration and the Program Director more often and receive the dedicated support services they need throughout the program period. Additionally, Benavides ISD will be flexible in requiring training to be done in a specific location, as well as, when courses need to be scheduled. This will be done by utilizing a blended course approach to ensure participants can take the course online at their leisure, as well as, receive the job-embedded teacher training that will make them successful once they graduate from the program.

To increase persistence, the district administration and Program Director will meet with participants to identify how they are progressing with the Education and Training courses. The aforementioned individuals will be available to answer any questions that the participants have regarding the courses. This will help to increase interest and sustainability in the courses.