



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 **Grand Prairie ISD** CDN **057910** Vendor ID **175-6001697** ESC **10** DUNS **079332763**
 Address **2602 S Beltline Rd** City **Grand Prairie** ZIP **75052** Phone **(972)237-5300**
 Primary Contact **Patricia Lewis** Email **patricia.lewis@gpisd.org** Phone **(972)237-5532**
 Secondary Contact **Ray Wilks** Email **ray.wilks@gpisd.org** Phone **(972)237-5502**

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 **Linda Ellis** Title **Superintendent**

Email **linda.ellis@gpisd.org** Phone **(972)237-5300**

Signature *[Handwritten Signature]* Date **10/8/19**

Grant Writer Name **Patricia Lewis** Signature *[Handwritten Signature]* Date **10/8/19**

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

2020-050644

701-18-106-017

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
The Grand Prairie ISD student population is diverse. The majority (65%) of learners are Hispanic. However, only 22% of teachers in the district are Hispanic. NEED: Create a pathway for diverse students to become future teachers in GPISD.	Offer a high quality Education and Leadership Program in 3 GPISD high schools. (1) Implement an intentional recruitment and selection process to enroll diverse, high-ranked students into a GYO pathway 1 program; (2) Partner with University of Texas at Arlington to implement the Education and Leadership Program; and (3) Increase the number of highly skilled motivated educators teaching dual credit.
In 2019, the GPISD teacher turnover rate was 22%. This is significantly higher than the state average of 16%. NEED: Improve retention rates by recruiting successful paraprofessionals to earn teaching credentials.	Transition paras, aides, and subs currently employed in GPISD to certified teacher roles. (1) Implement an intentional recruitment plan to select outstanding teacher candidates reflecting the student population; (2) Provide participate stipends; (3) Partner with Texas Tech University to provide the teacher preparation program.
GPISD recruits Bilingual, ESL and Special Education teachers in elementary grades utilizing stipends yet cannot find qualified applicants for all positions. NEED: Grow our own educators in teacher shortage positions.	Offer two GYO pathways leading to teacher certification with specialization in high need content areas. (1) High school candidates take tuition-free dual credit courses & work as Teacher Aides in GPISD while completing degree; (2) Teacher candidates receive scholarship; (3) Candidates return to teach in GPISD 3 years.

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: By the end of the two-year Grow Your Own program, 60 high school students will graduate with up to 30 hours of dual credit hours toward a University of Texas at Arlington (UTA) Bachelor of Arts in Multidisciplinary Studies with Elementary EC-6th Certification and Bilingual, ESL or Special Education Specialization and after graduation return to GPISD to serve as a teacher for at least three years.

Pathway 2: By the end of the two-year Grow Your Own program, 10 paraprofessionals will graduate with a Texas Tech University (TTU) Bachelor of Science in Multidisciplinary Studies with Elementary EC-6th Certification and Bilingual, ESL or Special Education Specialization and return to Grand Prairie ISD to serve as a teacher for at least three years.

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

Pathway 1: (1) GPISD Strategic Planning Team submits MOU with University of Texas at Arlington to TEA; (2) GPISD course offerings published; (3) GPISD Experience introduces 8th, 9th, and 10th graders to a career in education and the Education and Leadership Preparatory Program; (4) Recruitment process identifies 20-25 diverse candidates at each high school by 3/30/20; (5) UTA faculty explains program expectations by 4/30/20; (6) UTA staff assists candidates in applying to UTA and enrolling in Education and Training courses by 5/18/20; (7) GYO leaders attend Teacher Institute in June 2020.

Pathway 2: (1) Planning Team submits MOU with Texas Tech Univ. for degree, certification, and support to TEA by 5/15/19; (2) Course audits and recruitment process completed; (3) 10 paras selected by 3/15/20; (4) Teacher candidate stipend MOUs signed by 5/1/2015; (5) Candidates complete 15 credit hours by 8/15/2020; (6) Candidates confirmed and reported to TEA by 5/15/20; (7) TEA participant surveys completed and submitted to TEA by June 2020; (8) Leaders attend institute June 2020.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Pathway 1: (1) GPISD students attend Instructional Practice in Education and Training (2 credits) to earn credit in EDUC 2302 and EDUC 3301; (2) GPISD Teachers work support students in completing coursework successfully; (3) Teacher candidates successfully complete a total of 16 credit hours toward Bachelor degree by 5/20/2021; (4) Teacher candidates participate in one TAFE competition by 5/31/2021; (5) Participants complete TEA surveys by 10/1/20 and 6/1/21; (6) Progress monitoring information reported to TEA in January and June 2021; (7) Candidates enroll in 16 credit hours for 2021-22 school year.

Pathway 2: (1) Mentor Teachers identified, stipend awarded, MOU signed, work with candidate daily; (2) 5 certification only candidates enter alternative certification; (4) 5 candidates complete 24 credit hours of bachelor degree by 5/18/21; (5) At least 3 site visits conducted by Texas Tech faculty by 5/18/21; (6) All candidates participate in one TAFE event by 5/31/21; (7) TEA surveys completed by 10/1/20 & 6/1/21; and (8) Progress monitoring information sent TEA in January & June 2021.

Third-Quarter Benchmark

Pathway 1: (1) GPISD students attend Practicum in Education and Training (2 credits) to earn credit in BEEP 3381 and SPED 3302; (2) Candidates participate in one TAFE competition by 5/30/22; (4) Candidates successfully complete up to 30 hours of bachelor degree by 5/18/22; (5) Candidates complete Educational Aide III credential, apply for aide position; (6) Participants complete TEA surveys by 10/1/21 and 6/1/22; (7) Progress monitoring information reported to TEA in January & June 2022.

Pathway 2: (1) Mentor Teachers work with candidates and conduct observations; (2) TTU Faculty conduct 3 site visits by 5/20/22; (3) Teacher candidates participate in one TAFE competition by 5/31/22; (4) 5 candidates complete Multidisciplinary Studies BS with EC-6th Certification by 5/20/22; (5) 10 candidates pass TExES and PPR exams by 5/31/22; (6) 10 candidates pass TExES, PPR, & Bilingual, ESL or Spec Education exam by 5/31/22; (7) Candidates apply to teach in GPISD; (8) Participant surveys complete by 10/1/21 and 6/1/22; (9) Progress monitoring information sent to TEA in January and June 2022.

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.

Grand Prairie ISD worked with University of Texas at Arlington and Texas Tech University College of Education faculty members to implement successful Grow Your Own (GYO) programs during the 2017-2019 school years. As a result, over one hundred GPISD high school students are working on a teaching degree and twenty paraprofessional employees have earned credentials to teach in the district.

Project Evaluation Data: Under the direction of the Deputy Superintendent for Innovation and School Improvement, a Strategic Planning Team comprised of educators from each educational institution was formed for each GYO pathway. Each planning team developed a blueprint outlining quarterly SMART goals, objectives, action steps, benchmarks, and performance measures. Blueprint benchmark activities include administering participant surveys each semester and gathering progress monitoring information in January and June of each year. TEA performance measures were utilized in the blueprint to generate reliable data on the effectiveness and efficiency of each Grow Your Own pathway.

Necessary Adjustments to Plan: The Deputy Superintendent will guide the Strategic Planning Teams in utilizing Site Based Decision Making processes to monitor the implementation of each GYO pathway. Teams will meet separately at the end of each quarter to review TEA participant surveys and progress monitoring information to ensure action steps, benchmarks and performance measures are implemented as planned. In addition, teacher candidate data including course credits, attendance, and grades will be monitored to ensure participants are on course to complete credentials. The Strategic Planning Team will use the feedback, information, and data to adjust GYO action steps and timelines, curriculum and instruction, and candidate support to meet project and participant goals. The Deputy Superintendent will lead the team to leverage project and district resources to implement proposed changes. At the end of each project year, the Strategic Planning Teams will use evaluation reports to review and revise blueprints for future Grow Your Own projects.

Communication: Surveys and project monitoring reports will be submitted to TEA in the format requested by the agency. GYO reports will be submitted to the Superintendent, GPISD Board of Education, and UTA and Texas Tech College of Education Deans at the end of each project year. The plan for continuous improvement will ensure the district and educational partners meet the goal of preparing outstanding GPISD students and paraprofessionals to teach in the district.

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.

GPISD is dedicated to partnering with higher education institutions to provide innovative educator preparation programs for students and employees to inspire a passion for lifelong learning, to develop responsibility and character, and to achieve academic and personal goals. GPISD will take clear action steps to maintain a high quality program. (1) School Improvement Process: Under provisions of the Texas education code, every school district is required to develop a district plan to improve student performance. Grand Prairie ISD utilizes a collaborative planning process including community and staff input to conduct a needs assessment and develop strategic goals. A District Improvement Plan (DIP) is developed annually to achieve both state goals and district goals. GPISD will include the GYO project in the 2020-22 plans. Inclusion of the GYO initiative in the improvement process enables GPISD to dedicate facilities; employ personnel; and allocate local, state, and federal resources to the project. (2) Evidence Based Decision Making: Inclusion of the GYO project in the District Improvement Plans also ensures the District Education Improvement Committee (DEIC) will evaluate program effectiveness during the annual GPISD needs assessment. TEA has specified performance measures for the GYO initiative. The agency has also provided participant surveys and progress monitoring tools to be used to gather data and information. The Strategic Planning Teams formed for each pathway will meet quarterly to evaluate project level data to determine if action steps are being implemented as planned and participant data to ensure candidates are on track to earn credits toward teacher certification. Action steps, personnel responsible, and resources will be updated to ensure performance targets are met. Use of GYO evaluation reports during the annual needs assessment will enable the DEIC to evaluate project effectiveness, make necessary adjustments, and include the educator preparation project in future plans. (3) Existing Initiatives: The district currently offers School of Choice campuses that provide specialized instruction in various career pathways. The GYO partnership with UTA to offer Education and Training courses in GPISD expands this initiative. GPISD has a partnership with TTU to prepare and certify future principals. The proposed project expands this partnership to prepare future teachers.

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.

Grand Prairie has a shortage of high quality teachers to instruct in bilingual, English as a second language (ESL), and Special Education classrooms at elementary campuses. To meet this need, the district proposes to partner with Texas Tech University to offer outstanding paraprofessionals including instructional aides and long-term substitutes the ability to earn a degree and/or standard teaching certificate to ultimately become a professional teacher in the district. The partners have established a research based process for the recruitment and selection of teacher candidates who will receive a stipend while participating in the GYO project. The targeted selection plan includes both GPISD and university screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' candidates. Under the guidance of the Deputy Superintendent, the GYO Strategic Planning Team met with elementary principals to discuss desirable qualities for bilingual, ESL and Special Education teachers. Based on discussions, the team identified desired attributes as bilingualism, content knowledge in reading and math, and positive instructional leadership traits. The committee researched the System for Teacher and Student Advancement Evaluation system used by principals to evaluate GPISD paraprofessionals annually. The evaluation measures content knowledge in reading, writing and math, as well as, the individual's ability to effectively instruct at-risk students. The team determined principals will nominate paraprofessionals for participation in the GYO program based on scores from the annual evaluation and supervising teacher recommendations. Nominated candidates will be invited to attend an informational meeting to learn about the GPISD Grow Your Own Pathway 2 project. After the meeting, candidates interested in applying to the teacher education program will be asked to complete an application packet that includes a resume, teaching assignments, and two recommendations from current supervisors. Fifteen

Statutory/Program Requirements**PROGRAM REQUIREMENT 2 CONTINUED:**

candidates will be selected for the interview process based on the evaluation and application. Each applicant will be interviewed by diverse TTU College of Education faculty members to determine the candidate's motivation and commitment to pursuing a teaching career, participating in professional organizations, and growth mindset. The Strategic Planning Team will rate each prospective candidate using a rubric to report scores for each stage of appraisal (screening, interview, and selection). The team will collaboratively select ten paraprofessionals to participate in the GYO project.

Expanding Diversity of GPISD Teachers: Grow Your Own recruitment processes have been designed to ensure diversity of the teacher population mirrors that of the GPISD student population which includes 65% Hispanic, 18% African American, and 12% White learners. At this time 20% of teachers are African American which closely mirrors the student population. However, 53% of teachers are White and only 22% of teachers are Hispanic. There is a need to recruit and hire Hispanic teacher candidates. Human resources data indicates 66% of paraprofessional positions in elementary schools are filled by Hispanic employees. For this reason, the GYO project will focus on recruiting these employees for the GYO project.

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.

The Deputy Superintendent lead the Strategic Planning Team to develop search tools to ensure diverse, high quality candidates are selected to participate and receive stipends in the GPISD Grow Your Own project. The team utilized 'Student Recruitment to the Teaching Profession' resources provided by the Texas Education Agency to research equitable best practices. The committee determined a diverse search team will be assembled to reduce bias in interviewing. The team will receive instructions from the Deputy Superintendent focusing on eliminating potential discriminatory practices. The administrator will also provide tools and strategies developed by the Strategic Planning Team to identify and eliminate biases at each stage of the selection and hiring process:

(1) Screening - Applicants will be required to submit a one page diversity statement as part of the application process. The document will include experiences and commitments to diversity, values related to diversity and inclusiveness, and persistence in working with diverse populations. In addition, colleague recommendations will be reviewed as an initial screening tool to focus assessment on qualifications.

(2) Interviewing - The team identified a set of open-ended interview questions based on The University of Iowa Selection Process. The set of five questions are based on job requirements and focus on the applicant's ability to lead in a diverse academic community. Each question will be integrated into the ten questions utilized by Texas Tech University faculty members to conduct GYO candidate interviews.

(3) Selection - The Strategic Planning Teams will meet together in the spring of 2020 to research bias in hiring. The team will use the information to revise or update the current Grow Your Own assessment rubric used by district and university educators to select teacher candidates.

Research based tools and strategies implemented by a diverse search team will ensure the GPISD Grow Your Own project equitably selects quality candidates that reflect the demographics of the student population.

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 Grand Prairie ISD Grow Your Own project proposes to partner with Texas Tech University (TTU) to provide stipends for ten outstanding paraprofessionals. Five paraprofessionals including instructional aides and long-term substitutes holding a bachelor degree will earn a teacher certification through a TTU alternative certification program. Five paraprofessional employees will seek a degree and teacher certification. Each teacher candidate will receive a stipend to pay initial tuition costs.

(1) Career Pathways - Research indicates candidates select teaching as a career because they have a desire to serve others or because they enjoy working with children in their own community. The Grow Your Own partnership allows teacher candidates to participate in a six month teaching experience at a GPISD elementary campus in a bilingual/ESL or Special Education classroom. The experience prepares the paraprofessional employee to enter the teaching profession as a strong teacher on the first day of their new career.

(2) Project Resources: GPISD believes in the power of partnership to provide innovative programs that improve teaching and learning. GPISD and TTU provide resources and personnel to ensure the Grow Your Own program is successful. Title II funds are intended to improve teacher quality by providing evidence-based professional development activities that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused. GPISD combines these funds with grant and local funds to implement the GYO project. Texas Tech University supplements the program through scholarship funds such as the Charles Butt Scholarship for aspiring teachers as well as federal grants.

(3) Personnel Support: Teacher candidates receive extensive clinical support from Texas Tech University College of Education Faculty Coach and GPISD Mentor Teacher. An experienced TTU Faculty Coach is assigned to each teacher candidate. The experienced university educator works with the candidate through virtual class meetings, discussions, and study tools to ensure course curriculum, projects, and clinical experiences are completed on time and as required. The faculty member visits the campus at least three times each year to answer questions about the university program, reinforce expectations and requirements, and provide support and motivation. A GPISD Mentor Teacher is also assigned to each teacher candidate. The GPISD Mentor Teacher works with the candidate daily to evaluate, coach, and give feedback concerning class curriculum and instruction. The peer mentor conducts at least one "walkthrough" observation each quarter to provide targeted instructional feedback. The observation process includes meeting for pre-conference and post-conference sessions focusing on advancing content knowledge and instructional skills to improve teaching and learning. The TTU Faculty Coach and GPISD Mentor Teacher provide the setting, support, and expertise to ensure candidates successfully fulfill certification requirements to enter a GPISD campus as a strong teacher on day one.

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.

GPISD proposes to offer two educator preparation pathways leading to teacher certification and employment in GPISD. Each pathway is designed to increase the number of highly qualified, diverse, and effective teachers and requires teacher candidates to return to teach in GPISD for at least three years. (1) High school teachers selected to instruct in the GYO program will not receive a stipend. UTA faculty instructs dual credit courses. The MOU approved by GPISD and UTA to offer courses in the Education and Training pathway is attached to this application. The agreement reflects the commitment of each institution. (2) Paraprofessionals selected for participation in pathway 2 will receive a stipend. GPISD will partner with Texas Tech to offer an opportunity for paraprofessionals, aides, and substitutes to seek a Bachelor of Multidisciplinary Studies with EC-6 Grade Generalist Certificate and Bilingual, English as a Second Language (EC-6), or Special Education (EC-12) certification. A copy of the memorandum of understanding (MOU) between GPISD and TTU to offer the Educator Preparation Program was updated in 2019 to ensure the quality of courses, facilitate communication between educational institutions, and protect the interests of all parties. Teacher candidates in the GYO program receive a stipend while attending TTU courses and serving as an intern in GPISD classrooms. As a condition of receiving the stipend, each teacher candidate signs a MOU requiring the candidate to complete program requirements, attend GYO mentor meetings, earn a teacher certification and teach in the district for three years after earning credentials. In the MOU agreement, GPISD agrees to employ the teacher for the same length of time upon satisfactory job performance on T-TESS teacher evaluations.

Pathway Selection and Participation

Complete the following section 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	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of high schools <u>with</u> existing Education and Training courses in 2019-2020	3	X \$8,000 =	24,000
Number of high schools <u>without</u> existing Education and Training courses in 2019-2020	<input type="text"/>	X \$10,000 =	<input type="text"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2020-2022	3	X \$10,000 =	30,000
Total Request for Pathway 1			54,000

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	5	X \$5,500 =	27,500
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	5	X \$13,000 =	65,000
			Request for Pathway 2 92,500
			Request for Pathway 1 54,000
Total Combined Request for Pathways 1 & 2			146,500

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	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of Pathway 3(b) candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text"/>

Request for Grant Funds

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

PAYROLL COSTS (6100)	BUDGET
Stipends for 5 teacher candidates seeking certification only (\$5500 each)	27,500
Stipends for 5 teacher candidates seeking degree and certification (\$13000 each)	65,000
Extra duty for 10 Mentor Teachers (\$500 each)	5,000
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
SUPPLIES AND MATERIALS (6300)	
Curriculum, instructional materials, textbooks	31,525
OTHER OPERATING COSTS (6400)	
Travel to Teacher Institute	7,000
TAFE Membership Fee (\$500/campus)	1,500
Bilingual, ESL, Special Education Exam Fees (\$140 each - 1 exam for each candidate)	1,400
Certification Exam fees (\$140 each - 1 exam for each candidate)	1,400

Total Direct Costs

Indirect Costs

TOTAL AMOUNT REQUESTED

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

Grow Your Own Pathway 1 Plan: The Grand Prairie ISD Career and Technical Education (CTE) department partners with the University of Texas at Arlington to offer an Education and Leadership Preparatory Program. The CTE Education and Training pathway is designed to prepare students to successfully earn teacher certification and return to the district to be employed as a Grand Prairie ISD (GPISD) elementary teacher. Dual credit Education and Training courses will be offered in three GPISD high schools during the 2020-21 and 2021-22 school years - Grand Prairie High School, South Grand Prairie High School, and Young Women's Leadership Academy. Students in the GPISD Education and Training pathway will earn up to thirty postsecondary credits by high school graduation. Credits are stackable to work toward Texas Foundation Program high school graduation and Public Service Endorsement, an Educational Aide certificate, and a UTA Bachelor of Arts degree in Multidisciplinary Studies with EC-6 Generalist Certification. By postsecondary graduation, students will have also earned the Texas Bilingual, ESL, or Special Education certification to meet the needs for these specialization areas in GPISD primary schools.

Profile of Students recruited: GPISD and UTA will collaboratively select 20 to 25 incoming juniors at each high school for a total of 75 students joining the program each year. The profile of students to be recruited includes: (1) Tenth graders who will enter the program in the fall of their junior year; (2) Overall high school GPA of 3.5 or higher with good attendance and discipline history; (3) Motivated learner willing to commit to a two-year program; and (4) Responsible individual willing to attend required activities on Saturdays and/or GPISD student holidays. Ensuring Diversity - UTA faculty members instruct dual credit courses in the Education and Leadership Preparatory Program. GPISD serves 29,287 students including 65% Hispanic, 18% African American, and 12% White learners. Currently the district employs 1942 teachers including 22% Hispanic, 20% Africa American, and 54% White educators. Research indicates teachers who reflect the ethnicity of the student population have positive effects on student achievement, attendance and retention rates. It is clear there is a need to recruit Hispanic students for the Grow Your Own program to expand GPISD teaching staff diversity and to select Hispanic teachers as course instructors to ensure project success. Based on this data and research, the GPISD selection team will be instructed to prioritize nominations of qualified Hispanic students for enrollment in the Education and Training career pathway.

Marketing and Recruitment Strategies Designed to Increase Enrollment Each Year: The GPISD school culture sets high expectations of high achievement and celebrates success. Students in the Education and Leadership Preparatory Program are successful in the early college program and are leaders in school organizations, events, and fund raiser. These students act as ambassadors for the program at the annual GPISD Experience. During the event, the teacher candidates, GPISD educators who gained certification through the GYO program, GPISD Education and Training teachers, and UTA faculty members explain the Education and Leadership four year plan and encourage high school freshman and sophomores to take introductory CTE Education and Training courses, meet enrollment criteria, and apply to gain admittance into the Grow Your Own program during their junior year. During the first year of offering the pathway, only fourteen students

enrolled in the Education and Leadership Preparatory Program In 2019, the applications at each campus were almost twice the number of open positions.

Career Development, Counseling, and Support Opportunities and the growth of TAFE: Students in GPISD attend a sequence of Career and Technical Education courses during middle school to determine individual interests and talents. Counselors work with students to match interests to a career and to explore associated degree requirements, employment responsibilities, and employee compensation. Once a profession is selected, eighth graders are introduced to GPISD Schools and Programs of Choice. UTA counselors are employed at each GPISD high school. During the student's freshman and sophomore years, these professionals work with families to understand and meet UTA enrollment requirements and to complete postsecondary applications. GPISD counselors assist students in joining the GPISD Texas Association of Future Educators organization to learn about the teaching profession. During the student's junior and senior years, UTA counselors work with families to obtain an approved UTA degree plan and assist students in applying for scholarships and financial aid. GPISD counselors support students in meeting graduation requirements, attending TAFE events, and applying to the district to become an instructional aide. By high school graduation, students are prepared to transition to the university and find paid employment in their chosen profession.

Highly Qualified Field Site Classroom Teachers: Students in the Teaching and Leadership Preparatory Program complete at least twelve hours of dual credit Education courses. The curriculum has been developed in a three-to-one ratio of lecture to field experiences. For each three hours students spend in class, they are expected to spend one hour as an observer or intern in a GPISD elementary classroom. The district and university have established a process for the recruitment and selection of teachers who will support students enrolled in dual credit courses in the career pathway and site teachers who will supervise field experiences. The targeted selection plan includes both GPISD and university screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' instructors. Each January, Grow Your Own Strategic Planning Team members refer outstanding teachers who exhibit exemplary content knowledge, instructional capabilities, and leadership traits for the Education and Leadership Preparatory Program. The targeted recruitment process requires GPISD leaders nominate teachers who have successfully and documented success working with at-risk youth. Nominated teachers are invited to a district-wide GYO Education and Training meeting. After learning about the program, teachers who wish to become instructors submit an application that summarizes educational background, certification areas, and teaching experience. Collected information also includes a professional resume, letters of recommendation from colleagues, and current examples of student progress and success. The GYO Strategic Planning Team screens the information to consider evidence for each teacher's leadership capacity based on five admission standards specified by the TEA: (1) Evidence of Measurable Student Achievement - The search team utilizes student data such as STAAR, PSAT, and SAT scores to determine the teacher's record as it pertains to student achievement and growth. Candidates with strong evidence of success with traditionally low performing student groups are given the highest ratings; (2) Strong Evaluations and Appraisals - A review of T-TESS evaluation rubrics over a 3 year period is conducted to determine each teacher's strengths and weaknesses. Highest ratings are given to educators with distinguished achievement in Planning and Instruction domains; (3) Interpersonal leadership - Letters of recommendation from GPISD leaders and T-TESS Learning Environment and Professional Practices domains are reviewed to determine excellence in working with students and peers, and evidence of participation in student extracurricular activities; (4) Response to Observations & Feedback - T-TESS and walk-through observation scores are reviewed to determine improvement in areas targeted for growth; and (5) Growth Mindset - Personnel records and resumes are reviewed to determine instructional leadership roles sought and achieved by the teacher (Master Teacher, iCoach, Student Teacher Supervisor). Once the screening has been completed, the selection team utilizes a rubric to rate each component of the application process. At least three teachers from each participating high school and eight teachers from elementary campuses are selected to attend a final interview. UTA faculty members conduct the final phase of the selection process by hosting a live interview with the candidates. The interview consists of questions on teacher content knowledge, advocacy for at-risk students, teacher mindset, and leadership dispositions. During the interview process, faculty members examine GPISD selection notes, application identification evidence, and evaluation rubrics. The district and university partners discuss overall attributes and scores to select two qualified teacher candidates to teach in the Education and Leadership Preparatory Program at each campus and six teachers to supervise students completing field experiences.

Students Persist in the Education and Training Pathway: Eighty nine percent of students enrolled in GPISD are economically disadvantaged. The Education and Training pathway is designed to ensure all GPISD students have the opportunity to begin a postsecondary degree in high school and persist in the program upon graduation. Students in the Education and Leadership Preparatory Program take up to thirty credit hours of university credit at no cost to the family. Students completing education courses in the GYO program earn an instructional aide credential upon high school graduation. These students have the opportunity to apply to GPISD to serve as Teacher Aides in the district while they complete the UTA degree program. The design enables students to pay for university credits as they earn years of teaching experience and retirement credit. By the time the student is a credentialed teacher, they have the experience and skills to excel and persist in the education profession.

(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

Partnership with Dual Credit Partner: Grand Prairie ISD (GPISD) partners with the University of Texas at Arlington (UTA) to provide dual credit opportunities for high school students. UTA College of Education faculty members meet with district leaders including the Deputy Superintendent of Teaching and Learning, Deputy Superintendent for Innovation and School Improvement and the Executive Director of CTE each school year to review and revise clear sequences of coursework and certifications for the Education and Training career pathway. The proposed grant project will establish the Education and Leadership Preparatory Program courses leading to an Educational Aide III certificate from the Texas Education Agency and a Bachelor of Arts in Multidisciplinary Studies with Elementary EC-6th Certification and Bilingual, ESL or Special Education Specialization from UTA. All dual credit courses will be stackable to provide credits toward Texas Foundation High School Program graduation and the university Bachelor of Science degree. Education and Training Preparatory Program students will work with UTA counselors to develop an approved degree plan that ensures transferability of coursework by high school graduation. Dual credit courses will be taught by UTA faculty members and will follow the university calendar. A GPISD teacher will be assigned to each cohort to support student mastery of content on days UTA classes are not in session. Dual credit courses will follow syllabus, course outline, grading procedure, and other instructional and evaluative policies and procedures established by the university. Letter grades will be given in accordance with policies printed in the UTA catalog. Numerical grades will also be provided for dual credit students meet GPISD grading practices and Texas Education Code (TEC) requirements. Students in the program will be eligible to earn up to thirty college credits during high school. After graduating, the teacher candidates become paid instructional aides in GPISD and continue their studies at UTA majoring in education. Each candidate signs a MOU outlining program requirements and their commitment to return to GPISD as a certified teacher for three years once they receive their degrees and certification. Courses taken in high school for dual credit include:

11th Grade: English 3 (ENG 1301 Composition I and ENG 1302 Composition II);
Instructional Practice in Education and Training (EDUC 2302 The Professional Educator
and EDUC 3301 Teaching Diverse Learners).

12th Grade: English 4 (ENG 2309 World Literature and ENG 2319 British Literature);
Math (MATH 1302 College Algebra and MATH 1330 Arithmetic Problem Solving);
Government (POLS 2311 US Government);
Practicum in Education and Training (BEEP 3381 Special Language Programs
and SPED 3302 Characteristics of Individuals with Disabilities)

Timeline for Dual Credit Partnership: Grand Prairie ISD and University of Texas at Arlington College of Education leaders meet in the fall each year to review and revise the Memorandum of Understanding (MOU) for the Education and Leadership Preparatory Program. The agreement clearly defines the dual credit partnership by addressing such components as articulation of credits, curriculum alignment, instructional calendar and materials, and courses in the Education and Training program of study. During the fall of 2019, UTA is working with the district to update the MOU executed in 2017 for the 2017-2019 school years. The team will delineate enrollment, attendance, and grading policies for students in the Education and Training pathway. The revised MOU will be submitted to the authorizing boards in the district and university for approval in February of 2020. The MOU will be submitted to TEA in by May 15, 2020.

Memorandum of Understanding: The Memorandum of Understanding signed by the GPISD Superintendent and UTA President is attached to this grant application. The document confirms the commitment of Grand Prairie ISD and the University of Texas at Arlington to continue to offer dual credit courses in the Education and Training career pathway.

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

Grand Prairie ISD (GPISD) will partner with Texas Tech University (TTU) to expand the highly successful GPISD Grow Your Own (GYO) program. The proposed project will provide a pipeline for ten instructional aides currently working in the district to complete a standard Texas teaching certificate within two years of entering the program. Five instructional aides will earn a Bachelor of Science in Multidisciplinary Studies with Elementary EC-6th Certification and Bilingual, ESL or Special Education Specialization. Five instructional aides holding a bachelor degree will earn the standard EC-6th Texas teaching certificate and a Bilingual, ESL or Special Education certification. All Pathway 2 degree-to-certification and certification-only teacher candidates will complete the GYO program as a cohort managed collaboratively by GPISD and Texas Tech University. TTU College of Education faculty members will teach all college credit courses and certification preparation sessions through on-line technologies. GPISD will provide a virtual classroom for cohorts to meet, study, and work together to meet rigorous program requirements. A TTU Faculty Coach will be assigned to each teacher candidate. To ensure coaching is highly responsive to individual needs, the coach will be available to meet with candidates each day through email and will travel to Grand Prairie to meet with teacher candidates at least three times each year. The Grow Your Own program will provide a course of study that enables participating teacher candidates to continue work as an instructional aide in GPISD as they complete coursework and certification requirements. Mentor Teachers will be selected for each teaching candidate through an intentional selection process. Matching candidates to exemplary GPISD classroom teachers will ensure candidates gain high quality classroom experience on a daily basis. The design will also support candidates in successfully completing clinical teaching requirements of the GYO program with the full support of their Mentor Teacher.

GYO Timeline: Educational aides working in GPISD will be recruited for the GYO program in January of 2020. Each candidate will through an application process during February and applicants will be selected by March 15, 2020. Selected applicants will sign a MOU to become eligible for the GYO stipend to pay tuition and fees to the university by May 1st, 2020. The contract will require students to complete the bachelor degree and earn a standard Texas teaching certificate by June of 2022, continue to serve as an instructional aide in GPISD during the two-year educator preparation program, teach in a GPISD elementary campus during the 2022-23 school year, and continue to teach in GPISD for at least three years after completion of the project. The district will submit a signed MOU to TEA outlining the commitments of the district and university to award teacher certifications. The agreement will be sent to TEA for approval upon selection of participants and no later than May 15, 2020.

Job Embedded Training: Texas Tech University College of Education courses will be taught online for students in the GYO program. To increase students' preparation for teaching, the degree program maintains a three-to-one ratio of class time to clinical time. For every three hours of class, the student will spend two hours in job embedded assignments in the Grand Prairie ISD campus of employment under the tutorage of a Mentor Teacher. The ten GYO teacher candidates will meet together on a weekly basis as a cohort to review course content and collaborate to complete assignments. Texas Tech Faculty Coaches will join cohort meetings through virtual technologies to provide learning support. In addition, Tech faculty members will travel to Grand Prairie six times to meet with teacher candidates during the project period. During the site visits, the TTU Faculty Coaches and GPISD Mentor Teachers will conduct face-to-face coaching sessions and classroom observations and share content knowledge, ideas, and feedback with teacher candidates to support them in fulfilling course and degree requirements. GPISD will allow reasonable paid release time and schedule flexibility to enable candidates to meet program requirements including completing clinical learning assignments and meeting with faculty during scheduled site visits.

Grand Prairie ISD is a learning community vigorously pursuing student success. The proposed Grow Your Own program is designed to improve the success of GPISD students, teacher candidates, and district campuses. We are committed to planning and implementing a research based program that is continuously evaluated and improved to ensure success of all participants.