



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 [REDACTED]

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

Application stamp-in date and time



Grant period from [REDACTED]

February 1, 2020 to June 30, 2022

Pre-award costs are not permitted.

Pathway specific attachment [REDACTED]

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

Organization	Greenville ISD	CDN	116905	Vendor ID	756001712	ESC	10	DUNS	159172014
Address	4004 Moulton St. PO Box 1022			City	Greenville	ZIP	75401	Phone	(903)457-2500
Primary Contact	Demetrus Liggins, PhD		Email	ligginsd@greenvilleisd.com			Phone	(903)457-2526	
Secondary Contact	Sharon Boothe		Email	boothes@greenvilleisd.com			Phone	(903)457-2526	

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: Demetrus Liggins, PhD Title: Superintendent

Email: ligginsd@greenvilleisd.com Phone: (972)708-2000

Signature: [Handwritten Signature] Date: 10/4/19

Grant Writer Name: Sharon Boothe Signature: [Handwritten Signature] Date: 10/4/19

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

2020-0430645

701-18-106-018

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 Greenville ISD student population is diverse. The majority (41%) of learners are Hispanic. However, only 29 of the 400 teachers in the district are Hispanic (7%). There is a need to create a pathway for diverse students to become future educators in Greenville ISD.	Offer a quality Education & Training career pathway at Greenville High School; (1) Implement an intentional recruitment and selection process to enroll diverse, high-ranked students into a GYO pathway 1 program; (2) Partner with Paris Junior College to offer dual credit Education and Training courses; and (3) Recruit and pay stipend to highly skilled and motivated educators teaching dual credit.
GISD currently employs 99 instructional aides. more than 33% of aides are Hispanic. There is a need to recruit outstanding Hispanic aides who hold a college degree to earn teaching credentials.	Transition instructional aides currently employed in GISD to certified teacher roles. (1) Implement a recruitment process to enroll motivated highly skilled aides who are Greenville ISD employees into a GYO pathway 2 program; and (2) Partner with Texas A&M University Commerce to provide a degree to certification program.
20% of learners in GISD are English language learners and 11% qualify for Special Education services. There is a shortage of teachers in bilingual, ESL and Special Education. There is a need to 'grow our own' teachers.	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 aides in GISD while completing degree; (2) Instructional aide candidates receive stipend to earn degree; (3) Participants teach in GISD 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.

GYO Pathway 1: By the end of the two-year Grow Your Own program, 20 high school students will graduate with 12 hours of dual credit hours toward an Associate of Arts in Teaching from Paris Junior College and after graduation return to Greenville ISD to serve as a teacher for at least three years.
 GYO Pathway 2: By the end of the two-year Grow Your Own program, 7 instructional aide teacher candidates will graduate with a Bachelor of Science in Interdisciplinary Studies from Texas A&M University-Commerce (TAMU-Commerce) and Bilingual, ESL or Special Education Specialization credentials and after graduation return to Greenville 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) GISD Strategic Planning Team submits MOU with Paris Junior College (PJC) to TEA; (2) Greenville HS Academic Guide published; (3) GISD College and Career events introduce 9th-10th graders to a teaching career and the Education and Training pathway; (4) Recruitment process identifies 20-25 diverse candidates at Greenville High School by 3/30/20; (5) PJC faculty explains Education and Training pathway expectations by 4/30/20; (6) PJC staff assists candidates in applying to community college and enrolling in dual credit courses by 5/18/20; (7) Participants attend Institute June 2020.
 Pathway 2: (1) GISD submits MOU for TAMU-Commerce degree to certification program and support to TEA by 5/15/19; (2) Recruitment process completed, 7 aides selected by 3/15/20; (3) TAMU staff completes course audits, degree plan, candidates apply by 4/15/20; (4) Teacher candidates confirmed with MOU; (5)GISD/TAMU MOU to TEA by 5/15/20; (5) TAMU faculty visit site for course expectations and enrollment by 5/18/20; (6) TEA survey completed in January and June 2020.

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

Pathway 1: (1) GISD students attend Instructional Practice in Education and Training (1 credit) dual credit EDUC 1300; (2) GISD Teachers support students in completing coursework successfully; (3) Teacher candidates successfully complete 3 to 12 dual credit hours toward AAT degree by 5/18/2021; (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 6 to 12 credit hours for 2021-22 school year.

Pathway 2: (1) GISD Mentor Teachers identified and work with teacher candidates on a weekly basis; (2) Seven teacher candidates enter degree to certification program to earn by 5/18/21; (5) Two site visits conducted by TAMU-Commerce faculty by 5/18/21; (6) All candidates participate in one TAFE event by 5/31/21; (7) Participants complete TEA surveys by 10/1/20 and 6/1/21; and (8) Progress monitoring information sent to TEA in January and June 2021.

Third-Quarter Benchmark

Pathway 1: (1) GISD students attend Practicum in Education and Training (2 credits) dual credit EDUC 1301 and EDUC 2301; (2) Candidates participate in one TAFE competition by 5/30/22; (4) Candidates successfully complete 6 to 12 hours of AAT degree by 5/18/22; (5) Candidates complete educational aide credential, apply for GISD aide position; (6) Participants complete TEA surveys by 10/1/21 & 6/1/22; (7) Progress monitoring reports sent to TEA in January and June 2022.

Pathway 2: (1) Teacher Mentors work with candidates on weekly basis; (2) TAMU faculty completes site visits by 5/20/21; (3) Teacher candidates participate in one TAFE competition by 5/31/21; (4) Seven candidates complete degree and certification requirements including observation and student teaching by 6/30/22; (5) Seven candidates pass TExES, PPR, & Bilingual, ESL or Special Education exam by 6/30/22; (6) Candidates apply to teach in GISD by 6/30/22; (7) Participants complete TEA survey by 6/1/22; (8) 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.

Greenville ISD worked with Paris Junior College and Texas A&M-Commerce faculty members to design the proposed Grow Your Own (GYO) programs. Under the direction of the GISD Deputy Superintendent, a Strategic Planning Team comprised of educators from participating educational institutions was formed for each GYO pathway. The committees will use project evaluation data to determine when and how to modify the program design and to communicate with stakeholders.

Project Evaluation Data: Each Strategic Planning Team developed a blueprint outlining quarterly SMART goals, objectives, action steps, benchmarks, and performance measures. Blueprint benchmark activities include administering TEA participant surveys each semester and gathering TEA progress monitoring information in January and June of each year. In addition, TEA performance measures were utilized in the blueprint to generate reliable data on the effectiveness and efficiency of each Grow Your Own program.

Necessary Adjustments to Plan: Strategic Planning Teams will meet quarterly. The Deputy Superintendent will guide the Strategic Planning Teams in utilizing Site Based Decision Making processes to monitor the implementation of each GYO program. Teams will meet separately at the end of each nine weeks 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 as planned. The Strategic Planning Team will use the feedback, information, and data to adjust project activities, teacher candidate support, and educational curriculum 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 utilize evaluation data 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, GISD Board of Education, as well as, PJC and Texas A&M-Commerce faculty at the end of each project year. The plan for continuous improvement will ensure the district and higher education partners meet the goal of preparing outstanding GISD high school students and instructional aides 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.

The vision of Greenville ISD states, "We educate today. You succeed tomorrow." The proposed Grow Your Own project is designed to meet this vision by offering students, teachers, and instructional aides the opportunity to reach personal and academic goals. GISD will take clear actions steps during the first year of the grant to maintain a high quality program.

(1) GISD School Improvement Process: Under provisions of the Texas education code, every school district is required to develop a district plan to improve student performance. Greenville ISD utilizes a collaborative planning process including community and staff input to conduct a needs assessment and develop strategic goals. District and campus plans are developed annually to be achieve both state goals and district goals. GISD will include the GYO project in the 2020-22 plans. Inclusion in district and campus improvement plans enables GISD leaders to dedicate facilities and personnel and to allocate local, state, and federal resources to the GYO program. (2) Evidence Based Decision Making: Inclusion of the GYO project in District and Campus Improvement Plans ensures the District Education Improvement Committee (DEIC) will evaluate program effectiveness during the annual needs assessment. TEA has specified performance measures for the Grow Your Own initiative. The agency has also provided participant surveys and progress monitoring tools to be used to gather data and information. The Strategic Planning Team 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 improvement plans. (3) Existing Initiatives: In 2018-20, GISD partnered with Texas Tech to implement a Principal Preparation program. The highly successful project is now part of the GISD Strategic Plan for Improvement. GISD leaders are committed to expanding EPP initiatives by recruiting and preparing outstanding students and aides to teach in targeted program areas.

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.

The Strategic Planning Team of GISD, Paris Junior College, and TAMU educators met in the fall of 2019 to develop a plan for the recruitment and selection of dual credit teachers to teach in the Education and Training career pathway and instructional aides who will fulfill degree program and certification requirements to become a teacher in the district.

Research-based Practices: The team reviewed recruitment and selection plans of successful GYO projects provided by the Texas A&M University. The committee also studied research on equitable recruitment provided by the Texas Education Agency. The resulting recruitment and selection plan includes both GISD and institution of higher education (IHE) screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' candidates.

Campus-Based Needs: Members of the team then met with campus principals to discuss desirable qualities for each type of teacher – dual credit, bilingual, ESL and Special Education. Based on discussions, traits of Pathway 1 teachers include strong planning and lesson development skills on T-TESS assessments. The team identified desired attributes of Pathway 2 teachers as bilingualism, content knowledge in reading and math, and positive instructional leadership traits. The committee researched the System for Teacher and Student Advancement Evaluation annually used by principals to evaluate paraprofessionals employed in GPISD. 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 building principals will nominate exceptional instructional candidates for participation in the GYO program based on the annual evaluation and teacher recommendations. Nominated teachers and aides will be invited to attend an informational meeting to learn about the GYO project. After the meeting, candidates interested in applying to the program will be asked to complete an

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

application packet that includes a resume, teaching assignments, participation in school organizations, and educator recommendations. At least four teachers and ten instructional aides will be selected for interview. PJC faculty will recommend three teachers and TAMU will recommend seven aides for participation.

Targeted Recruitment: Greenville ISD has a need to recruit and hire teachers who mirror the predominantly Hispanic student population to teach in dual credit, bilingual, ESL and Special Education programs. An audit of demographic data for professional and support personnel (teachers, paraprofessionals, long-term substitutes, and instructional aides) employed by GISD indicates the majority of all employees are White. However, more than one-third of GISD classroom aides are Hispanic. For this reason, the Pathway 2 project is designed to recruit instructional aides. Both pathways will target Hispanic applicants.

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.

During planning meetings held in October of 2019, the Strategic Planning Teams developed search tools to ensure diverse, high quality candidates are selected to participate and receive stipends in the 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 for eliminating potential bias in the recruitment and selection process. The Strategic Planning Teams integrated strategies to eliminate biases into each stage of the three-step screening, interview, and selection process:

(1) **Screening and Application:** GISD principals will complete the screening and recruitment process to recommend applicants with desired attributes for teachers of dual credit courses, bilingual and ESL classes, or the Special Education program. Principals will take into consideration recommendations from colleagues to focus assessment on interpersonal relationships, personality, and dedication, as well as, experience and qualifications. In addition to the standard GYO application, prospective candidates 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.

(2) **Interview Process -** Separate and distinctive interview questions were created for teachers applying to teach dual credit and instructional aides applying to earn teaching credentials. In addition, the team identified a set of open-ended interview questions based on the University of Iowa Selection Process. The five questions focus on job requirements and the applicant's ability to lead in a diverse academic community. Each question will be integrated into the existing interview plan to ensure the prospective candidate has the ability to customize learning for students qualifying to participate in targeted programs.

(3) **Selection Process -** Based on planning team research, a diverse interview team will be assembled to reduce bias in hiring. The search team will utilize the GYO assessment rubric to complete the selection process and select teacher candidates. The rubric was revised during planning meetings in the fall of 2019 to accurately interpret evidence, take into account alternate points of view, and focus scoring on performance characteristics.

Research based tools and strategies implemented by a diverse search team will ensure the GISD Grow Your Own project equitably selects diverse applicants who are committed to completing the requirements of the program and dedicated to serving youth as a professional educator in Greenville ISD.

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 GISD Grow Your Own project proposes to provide stipends for three dual credit teachers and ten instructional aides. Pathway 1: Three Greenville High School teachers instructing in dual credit Education and Training courses will receive a stipend. Pathway 2: Seven teacher candidates selected for the GYO program will earn a bachelor degree and teacher certification. GISD will support participants and candidates that receive stipends in fulfilling responsibilities, persisting in the program, and excelling in their role. (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 Pathway 1 GYO project supports teachers in their career by providing an opportunity to teach college level coursework. In addition to coursework, dual credit teachers will work with students to explore teaching as a career, prepare for college entrance exams, complete college applications, and enroll in IHE classes. In the Pathway 2 GYO project, instructional aides will complete 30 hours of classroom observation and a 16 week student teaching assignment in a bilingual, ESL, or Special Education program. Clinical experiences incorporated into the alternative certification program are designed to enable the candidate to select a career pathway. (2) Project Resources: The mission of Greenville Independent School District is to prepare, inspire, and empower students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society. GISD coordinates all available resources to ensure the Grow Your Own program is successful. The district utilizes Title II funds to improve teacher quality by providing evidence-based, job-embedded professional development activities. The district will combine these funds with GYO grant and local funds to enable dual credit teachers and instructional aides in the program to attend teacher training in their desired career pathway. Professional development resources are designed to prepare each teacher to enter their assignment as a strong teacher on day one. (3) Personnel Support: Pathway 1 dual credit teachers will work with a Paris Junior College faculty member to prepare for dual credit courses. This will include sharing syllabi and planning projects. Pathway 2 candidates receive extensive clinical support from a TAMU Faculty Mentor and a GISD Site Coordinator. The Faculty Mentor utilizes virtual class meetings, discussions, and study tools to support each candidate in completing on-line curriculum to earn a standard Texas teaching certificate. The Site Coordinator works with a candidate daily to evaluate, coach, and give feedback about instructional strengths and weaknesses. The GISD master teacher also conducts peer observations to provide targeted instructional feedback. Each walkthrough observation includes a pre-conference and post-conference meeting aimed at advancing content knowledge while focusing on specific instructional strategies to improve teaching and learning. The Faculty Mentor and Site Coordinator provide the setting, support, and expertise to ensure candidates successfully fulfill certification requirements to enter a GISD campus prepared to improve student performance and school success.

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.

Greenville ISD proposes to offer two educator preparation pathways leading to teacher certification and employment in GISD. Each pathway is designed to increase the number of highly qualified, diverse, and effective teachers and requires teacher candidates to return to teach in GISD for at least three years. The letter of support signed by the President of the GISD Board of Trustees outlines the district's dedication and commitment to each pathway of the proposed GYO project. Pathway 1: GISD will partner with Paris Junior College (PJC) to offer dual credit Education and Training courses at Greenville High School. The MOU between GISD and PJC to offer dual credit courses is attached to this application. A copy of the GISD four year Education and Training career pathway including dual credit courses is also attached. As a condition of receiving the stipend, each teacher will sign a MOU. The agreement requires the teacher to remain in the district for three years and requires the district to employ the teacher for the same time based upon satisfactory job performance on annual teacher evaluations. Pathway 2: GISD will partner with TAMU-Commerce to offer an opportunity for instructional aides to seek a standard teaching certification. Aides continue employment while in the alternative certification program. Each aide receives a stipend while attending TAMU courses. As a condition of receiving the stipend, each teacher candidate will sign a MOU. The MOU requires the candidate to remain in the district for three years after earning teaching credentials and requires the district to employ the teacher for the same time based on satisfactory performance on teacher evaluations.

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

CDN 116905

Vendor ID 756001712

Amendment #

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

Stipend for 3 Education and Training dual credit teachers (\$5500/teacher)	16,500
Stipend for 7 Instructional Aide Teacher Candidates(\$13,000 each)	91,000
Mentor Teachers 7 master teachers to mentor instructional aides (\$1000 each)	7,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Education and Training program and organizations, including costs for dual-credit programs	3,235

OTHER OPERATING COSTS (6400)

Travel to Teacher Institute for participating teachers, campus principal, and college/career counselor	4,000

Total Direct Costs 121,735

Indirect Costs 3,765

TOTAL AMOUNT REQUESTED 125,500

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

Greenville ISD will offer the Education and Training career pathway in two high school campuses to prepare students for a career as a professional educator. The district will partner with Paris Junior College (PJC) to offer dual credit courses at each secondary school. Students in the four-year Career and Technical Education program will take Principals of Education and Training as a freshman and Human Growth and Development as a sophomore. During the junior year, students will enroll in Instructional Practice in Education and Training and earn dual credit for EDUC 1300 Learning Frameworks. As a senior, students will attend Practicum in Education and Training and earn dual credit for EDUC 1301 Introduction to the Teaching Profession and EDUC 2301 Introduction to Special Populations. The nine hours of dual credit count toward a Associate of Arts in Teaching degree at PJC. The college has an articulation agreement with Texas A&M Commerce to count each credit toward a BS in Interdisciplinary Studies with EC-6th certification. Courses selected enable candidates to earn an ECE Bilingual Generalist or ECE Special Education certificate to teach targeted programs.

Student Profiles: Students who wish to become teacher candidates in the GYO program will submit an application. From these applications, campus educators at each high school will nominate students to apply for entrance into the program. Selected students will be asked to submit a cover letter that includes personal and career goals, a diversity essay, and two letters of recommendation. The team at each secondary campus will screen the information to consider evidence for each candidate's leadership capacity based on six standards: (1) Evidence of Achievement: The search team utilizes student data (STAAR, PSAT/SAT, THEA) to determine the candidate's academic abilities. Students in this pathway will be required to earn a bachelor degree to become a certified teacher. For this reason, students in the top quartile (TAMU entrance requirement) will be scored highly. (2) Strong Recommendations: A review of educator recommendations is conducted to determine behavioral and academic strengths; (3) Interpersonal leadership: Participation in school/community services, clubs, and events will be reviewed to determine excellence in working with others; (4) School Persistence: Student attendance and disciplinary information will be examined over time to determine response to obstacles and persistence in academic pursuits; (5) Growth mindset: The cover letter, essay, and resume will be reviewed to determine dedication, goal statements, and personal achievements; (6) Diversity: GISD serves 41% Hispanic, 17% African American, and 37% White learners. Currently the district employs 400 teachers. 81% of teachers are White and 7% of teachers are Hispanic. Teachers who reflect the ethnicity of the student population have positive effects on student achievement, attendance, and retention rates. Based on this data and research, the GISD recruitment and selection team will consider nominations of qualified Hispanic

students who mirror the ethnicity of the student population. A team of GISD and PJC educators will utilize rubrics to rate students in each component of the application process. Qualified students will be nominated to enroll in the Education and Training pathway. Conducting a selection process that includes research-based application identification and predictor assessments will enable the district to select students with the academic knowledge, character traits, and convictions to excel in the pathway and teaching profession.

Marketing and Recruitment Strategies: GISD introduces middle school students to career pathways in a CTE course. In the course, students begin the necessary steps to plan for college and a career. The students create, save and build a personal profile with academic data and extracurricular activities. Students also take skill and interest assessments to generate career options matched to interests. Then, the teacher and high school counselor work with students to match and narrow down their list of colleges based on majors and programs, academic performance, location, individual interests, and cost. The students also attend College to Career events where Paris Junior College and Texas A&M counselors and faculty outline degree programs. In the spring of 2020, these events will include the Education pathway.

Student Support: As students prepare to enter dual credit courses in 10th grade, counselors from PJC and TAMU meet with families to develop a degree plan. The degree plan includes dual credit courses taken at the high school and community college credits taken after graduation to complete an Associate degree. The plan also includes a degree plan for the Bachelor of Science from TAMU Commerce. The articulated degree programs support GISD students by providing a cohesive plan for transition from high school to the community college and the university. In addition to college plans, students in the program will attend Texas Association of Future Educators (TAFE) meetings and events during 10th and 11th grade. The GISD student organization allows candidates an opportunity to explore the teaching profession and to make informed decisions about pursuing a career in education. GISD students will be encouraged to attend the TAFE state conference, pursue leadership positions, and participate in one competition each year.

Teacher Selection: The Strategic Planning Team of GISD and Paris Junior College educators met in the fall of 2019 to develop a plan for the recruitment and selection of field site teachers to supervise candidates as they complete field experiences in the Education and Training career pathway. The team reviewed recruitment and selection plans of successful GYO projects provided by Texas A&M University. The committee also studied research on equitable recruitment provided by TEA. The resulting recruitment and selection plan includes both GISD and community college screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' candidates. Members of the team met with high school leaders in fall 2019 to discuss desirable qualities for field site education teachers. Based on discussions, traits include strong planning and lesson development skills on T-TESS assessments, documented success with diverse learners, and experience in supervising student teachers. The team determined building principals will nominate exceptional candidates for participation in the GYO program. Principals will be encouraged to nominate Hispanic candidates to ensure the teachers reflect the demographics of students. Nominated teachers will be invited to attend an informational meeting to learn about the GYO project. After the meeting, candidates interested in applying to the program will be asked to complete an application packet that includes a resume, teaching assignments, participation in school organizations, and educator recommendations. The number of teachers selected for participation will equal the number of teacher candidates.

Student Persistence: GISD leadership and staff are dedicated to motivating students to succeed in school, college and a career through innovative teaching and learning programs. For example, the program Forever a Lion, is a partnership with Texas A&M-Commerce that provides a pathway to college for every GISD graduate. The program was kicked off in fall 2019. Students and their families attended tours and orientation sessions at the university, and received tickets for campus events and athletic competitions. These events will provide GISD students with unique insight into university life. Under the terms of the program, all GISD juniors in the top quartile will receive unconditional admission to the university after graduation; juniors in the second quartile will receive admission if they meet certain SAT and other standardized testing requirements; and students in the third and fourth quartile will receive deferred admission for the spring semester if they attend a regionally accredited Texas community college for the fall semester to improve their grade point average. The innovative program gives GISD students in the Education and Training pathway focused support to fulfill their goals of earning a degree in education at Texas A&M-Commerce.

(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: Paris Junior College (PJC) is a community college with a campus in Greenville, Texas. Greenville ISD (GISD) partners with PJC to provide opportunities for students to earn dual credit courses. PJC faculty met with the Strategic Planning Team during the 2018-19 school year to establish clear sequences of coursework and certifications for the Education and Training career pathway to be offered at two GISD secondary campuses. The proposed grant project will establish Education and Training courses leading to an instructional aide credential, an Associate of Arts in Teaching from PJC and a Bachelor of Science in Interdisciplinary Studies with Early Childhood - Grade 6 Certification in Bilingual or Special Education specializations at Texas A&M-Commerce. Through the grant program, the district will establish classrooms equipped to teach dual credit Education and Training courses. All dual credit courses, regardless of where they are taught, follow the community college calendar, syllabus requirements, course outline, grading procedure, and other instructional and evaluative policies and procedures. Letter grades are given in accordance with policies printed in the college catalog. Numerical grades are also provided for all dual credit students. All dual credit courses will be stackable to provide credits toward Texas Foundation High School Program graduation, the community college Associate of Arts degree and the Texas A&M Commerce Bachelor of Science degree. The TAMU counselor will work with students to develop an approved degree plan that ensures transferability of coursework during 11th grade. Courses taken for dual credit in high school will include:

11th Grade: English III = ENGL 1301 Composition I
Math III = MATH 1314 College Algebra
Instructional Practice in Education and Training = EDUC 1300 Learning Frameworks

12th Grade: English IV = ENGL 1302 Composition II
Government = HIST 1302 US History
Practicum in Education and Training = EDUC 1301 Introduction to the Teaching Profession and EDUC 2301 Introduction to Special Populations

Timeline to Dual Credit Partnership: Paris Junior College worked with Greenville ISD leadership to establish a Memorandum of Understanding (MOU) agreement in 2018 which clearly defines the dual credit partnership by addressing such components as articulation of credits, curriculum alignment, instructional calendar and materials, and courses in the program of study. During the fall of 2019, Paris Junior College is working with the district to delineate enrollment, attendance, and grading policies for students in the Education and Training pathway. An updated MOU for the 2020-2021 school year will be submitted to the Texas Education Agency by May 15, 2020. The MOU will include all TEA requirements including a listing of Education and Training courses.

Memorandum of Understanding: The district and community college have a long and successful partnership to provide dual credit courses to Greenville ISD students. A MOU outlining the partnership to offer dual credit courses and including all TEA requirements for the Grow Your Own Cycle 3 project is attached to this proposal. The signed agreement confirms the commitment of Greenville ISD and Paris Junior College to continue to offer dual credit courses. Greenville ISD and PJC will update the MOU as needed and submit required documents on time and in the format requested by the agency.

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

GYO Training, Support and Certification: The proposed Grow Your Own (GYO) project will provide opportunities for seven instructional aides currently working in Greenville ISD to earn a Bachelor of Science in Interdisciplinary Studies from Texas A&M University-Commerce. The program will recruit Hispanic teacher candidates who have a successful experience in working with at-risk learners in the district. The GYO program will provide a course of study that enables participating teacher candidates to continue work as an instructional aide in GISD as they complete the degree and ECE Bilingual Generalist or ECE Special Education Generalist credential.

Educational aides working in GISD will be recruited for the GYO program. Each candidate will go through an application process. Selected applicants will be eligible for the GYO stipend to pay college tuition and fees. To be accepted into the program and receive the tuition stipend, candidates will sign a Scholarship agreement with the district. The MOU requires students to complete the program within two years, continue to teach in a GISD campus during the program, and teach in a GISD campus for at least three years after completion of the project. All teacher candidates will begin taking Education courses in June of 2020. The candidates will complete degree requirements by May 18, 2022.

Teacher candidates will complete student teaching internship requirements as they serve as aides in GISD. Teacher candidates will take the Texas Examinations of Educator Standards (TExES), Professional Practices and Responsibilities (PPR) certification exams, and Texas Bilingual, ESL, or Special Education certification exams during their final semester of class. Teacher candidates will complete all requirements within two years and apply to GISD to begin teaching in a campus for the 2022-23 school year. GYO graduates will teach full-time in the district for at least three years or will be required to repay GYO scholarship awards.

Timeline of GYO to Ensure Candidates Complete Program: Greenville ISD and Texas A&M-Commerce leadership have been planning for two years to establish a Grow Your Own program. The partners will submit a Memorandum of Understanding to TEA by May 15, 2020. The MOU will establish joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions and includes provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the GYO project. The agreement will address all postsecondary credit requirements including curriculum alignment, instructional materials, the instructional calendar, Bachelor of Science degree plan, eligibility of students for higher education financial assistance, student enrollment and attendance, grading periods and policies, and administration of statewide assessment instruments.

Job Embedded Training: Texas A&M Commerce College of Education and Human Services courses will be taught online for students in the GYO program. To increase students' preparation for teaching, the degree program maintains a six-to-one ratio of class time to clinical time. For every six hours of class, the student will spend one hour in job embedded assignments in the GISD campus of employment under the tutorage of a Mentor Teacher. The seven GYO candidates will meet together on a weekly basis as a cohort to review course content and collaborate to complete assignments. TAMU Faculty Coaches will join cohort meetings through virtual technologies to provide learning support. In addition, faculty members will travel to GISD six times to meet with teacher candidates during the project period. During the site visits, the Faculty Coaches and GISD 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. GISD 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. The district and IHE partners are committed to the project which will advance students, instructional aides, and teachers to higher levels of education and employment.