



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

Application stamp-in date and time
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 GRANTS ADMINISTRATION

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): **NA**

Applicant Information

Organization **Lewisville ISD** CDN **061902** Vendor ID **1756001955** ESC **11** DUNS **071372338**
 Address **1565 West Main Street** City **Lewisville** ZIP **75067** Phone **469-948-8000**
 Primary Contact **Dr. Janet L. Hood-Hanchey** Email **hoodhj@lisd.net** Phone **469-948-8013**
 Secondary Contact **Dr. Weldon H. Bonner** Email **bonnerb@lisd.net** Phone **469-948-8011**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name **Dr. Kevin Rogers** Title **Superintendent of Schools, Lewisville ISD**

Email **rogersk@lisd.net** Phone **469-948-8000**

Signature *for Dr. Kevin Rogers* Date **11-13-19**

Grant Writer Name **Janet L. Hood-Hanchey** Signature *Janet Hood-Hanchey* Date **11/08/2019**

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

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increase the percentage of African American teachers from 8.6% of the District's teacher workforce to 18%, the percentage of Hispanic teachers from 9.3% to 25%, and the percentage of Asian teachers from 1.4 % to 3%	Grow our own teachers who can contribute to the diversity of the District by identifying, targeting and recruiting prioritized minority students into electing courses within the Education and Training pathway.
Over the upcoming biennium, achieve a 100% rate of filling teacher vacancies in District shortage area teaching fields prior to the opening of each school year. (Current year had 35 resignations after Aug. 3)	Cultivate current District alumni currently known to be attending college teacher preparation programs, and support efforts of existing District alumni, currently serving as instructional assistants, to accelerate their progress toward degree completion and teacher certification.
Enlist current District teachers in building the District's workforce of the future by increasing to 100% the number of high schools offering participation in a student organization for future teachers.	Carefully identify, recruit, select and compensate teachers for teaching the Education and Pathway courses, both with and without dual credit, and for sponsoring student leadership organizations for future teachers.

SMART Goal

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

By the end of the 2021-22 school year, the District will have achieved a 50% reduction in the size of the gaps that currently exist between "African American, Hispanic and Asian" students and "African American, Hispanic and Asian" teachers, by expanding student future teacher CTSO organizations to the three high school campuses currently lacking them, and will have established an identified pipeline of at least 40 future minority educators who are committed to returning to teach within the District.

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

At the end of the grant's first quarter, a formal process for recruitment and selecting of 7 existing teachers and 3 existing instructional assistants will be in place; all 3 campus applications to establish student CTSO organizations will have been submitted, and recruitment of students for the upcoming school year will be occurring.

Measurable Progress (Cont.)

Second-Quarter Benchmark

At the end of the grant's second quarter, 100% of the teacher sponsors of 3 newly established student future teacher organizations will have been identified and will have attended the TEA summer teacher training institute, and 3 supported aide-to-teacher instructional assistants in District-identified shortage areas will have been identified.

Third-Quarter Benchmark

At the end of the third quarter of the grant, compensation changes will have occurred to reflect assignment of stipends for 7 teachers and 3 aide-to-teacher participants, and flexible work arrangements for participating aide-to teacher candidates will be in place.

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.

If sufficient student enrollments in Education and Training career pathway courses have not materialized, identified teachers will conduct additional personal outreach to students and parents, assisting them as needed in navigating student class schedule changes.

In the event that an aide-to teacher program participant is unable to continue in a flexible work/study arrangement for which a stipend is providing support, the District will maintain employment of the participant but will re-assign the stipend to another prospective program participant.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
 - The LEA will commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
 - Participants and candidates will commit with an MOU to remain in the LEA or partner LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - Adherence to all Performance Measures, as noted in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, and shall provide to TEA, as per deadlines listed on page 26 of the Program Guidelines, quarterly reports on progress towards SMART goals and performance measures as well as candidate information and survey responses to TEA.
 - All grant-funded participants and candidates will be identified and submitted to TEA by May 15, 2020.
 - A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program. A budget amendment must be filed within 7 days if requested by TEA.
 - Applicants agree to amend the number of candidates as requested by TEA on the basis of necessity and data.

PATHWAY 1- The applicant assures the following:

- Each high school will implement the courses described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, with the teachers receiving the stipend as teachers of record for both or either courses.
- Participants receiving the \$10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2021-2022 within the Education and Training Course sequence.
- All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- Participation in the TEA Teacher Institute described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
- Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- All high schools will submit a plan for marketing and student recruitment to TEA each year.
- The LEA will not collect tuition or fees from students as per the program guidelines.

PATHWAY 2- The applicant assures the following:

- The LEA will allow reasonable paid release time and schedule flexibility to candidates for class attendance and course completion.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2022-2023 year.
- A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees no later than May 15, 2020.
- All Pathway 2 (a) certification-only candidates will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
- All Pathway 2 (b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within 2 years and serve as a teacher of record in the LEA by the 2022-2023 school year.

PATHWAY 3- The applicant assures the following:

- The EPP will provide Pathway 3(a) candidates with a residency of one academic year, in-person and on-site coaching and evaluation, at least six on-site observation and feedback cycles per semester and at least two observations of a full lesson per semester.
- The EPP will provide candidates with teacher certification, evidence-based coursework, and an opportunity to practice and be evaluated in a school setting.
- The EPP will provide Pathway 3(b) candidates with training that is at least 4 weeks long, in-person and on-site coaching and evaluation, at least four face-to-face observation and feedback cycles, 12 instructional days with 1 hour of instruction per day, 150 professional development hours, and 30 hours of field-based experience.
- Partner LEAs and EPP will share program performance measures on a quarterly basis.
- EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed, for which the LEA will allow release time.
- Candidates will complete the clinical year or pre-service training within the named partner LEA(s), which will in turn agree to hire candidates upon satisfactory program completion.

Statutory/Program Requirements

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

The District greatly appreciates the launching pad offered by the Cycle 3 "Grow Your Own" grant. During the first year of grant funding, the District will have sufficient depth and size of teaching staff at each high school to sustain the teaching of the Education and Training courses, in the event that an originally identified teacher were to become unable to continue in the role. In the case of dual enrollment, the District maintains MOUs with two different community colleges and has a sufficient number of District teachers who would qualify as an "embedded" adjunct instructor, in the event that a community college were to become unable to provide its own instructor.

To sustain the District's "Grow Your Own" program beyond the program implementation timeline of grant funding, the District would commit to maintaining a stipend in the amount of \$1,000 to support maintenance for each teacher of Education and Training courses who is also serving as a sponsor of a future teacher CTSO affiliate. This amount of this stipend is commensurate with the stipend currently paid for a high school sponsor of junior or senior class activities.

In regard to continuing stipends and flexible work arrangements for 3 aide-to-teacher candidates per school year, the District would maintain a \$1,000 stipend for each of these employees also, in recognition of fact that they will likely spending beyond the lower cost per course of a community college. An additional potential source for sustainable funding of stipends and scholarships would be a proposal to the Lewisville Education Foundation for matched donor funding of scholarships for employees whom we are growing into future educators.

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.

Effective recruitment is personal, invitational and affirming of one's strengths. Receiving feedback on one's strengths has long been identified as a characteristic of great workplaces. In its long-term study of recruitment, Gallup International has an oft-repeated observation, "If you call them by their strengths, they will come." The District's plan for recruiting participants and candidates who are likely to be interested in and eligible to participate in the local "Grow Your Own" program includes the direct and intentional recruiting of selected existing teachers with strengths. Intentional recruiting is increasingly seen as both ethical and appropriate to achieve organizational goals. Reporting on a landmark study of 6,000 conducted jointly by Johns Hopkins University and American University, Evie Blad noted in Education Week (October 24, 2017) the study's conclusion that minority students "... benefit from role models that look like them in positions of authority." The process for identifying teachers, will intentionally and directly first identify and prioritize existing African American, Hispanic and Asian teachers of the District into the Education and Training pathway courses.

The plan also includes structured written nominations of teachers with a proven track record of extraordinary success and achievement in student organizations of the District and exemplary relationships with students. The plan also includes outreach to established community and faith-based organizations and ministries that include the targeted minority teachers and students. The U.S. Census data from 2010, (the most recent census on record until the upcoming 2020 census), revealed that in 2010 the residents of the District's cities of Lewisville, The Colony, Carrollton, Flower Mound and Highland Village were 19.72 % Hispanic,

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

7.06% Black, and 7.22% Asian, all of whom have supportive community and faith-based organizations. In its 2017 summary of the literature in the HR Exchange, The Texas Association of School Boards Division of Personnel Services confirmed that minorities are more likely to be active in community organizations and more likely to return home after college to work in their respective communities (Boyd and Loeb, 2003 Journal of Policy Analysis and Management, 24 (1) 113-132. The District will reach out to its community organizations for assistance in identifying potential high-impact teachers and future teachers.

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 District's Department of Employee Services will develop a set of interview questions and a scoring matrix designed to induce responses that will reveal each teacher's level of:

- Passion for teaching students
- Commitment to learning
- History of creating transformational relationships and opportunities for students
- Persistence in goal attainment

A major interview prompt will be a key question with which Principal Baruti Kafele (Closing the Attitude Gap, ASCD, 2013) challenges teachers to answer, "Assuming that I am one of your students, how am I at great promise because you are my teacher?"

After soliciting input from principals regarding potential candidates who are already currently assigned to their campuses, the District will prioritize invitations to its currently employed minority teachers to apply for the "Education and Training" Pathway course assignment for the upcoming school year.

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.

Supports provided by the District will include a timeline and road map for fulfilling the duties and responsibilities for which the stipend is being awarded. Staff members from the District's Department of Employee services and Department of Career and Technology Education will visit classrooms cordially, and correspond encouragingly, with stipend recipients. The opportunity to reflect upon personal achievements will be stimulated formally by written progress reports each nine weeks, and informally through the provision of a keepsake journal of their first year of teaching the Pathway courses.

Additional support will be provided by designating current experienced teachers of Education and Training Pathway courses as mentors for first-time teachers of the Education and Training pathway courses. Staff members from the District's Department of Employee Services and its Extended School Day Program will serve as additional resources and will visit each teacher's classes to describe for students the progressive career path into teaching that is available within the District. Students will be strongly encouraged to begin with tutoring and progress into part-time work in the Extended School Day and Summer programs of the District, progressing to full time work as an instructional assistant while enrolled in a college teacher preparation program in a shortage area teaching field, culminating in employment as a certified teacher in the District upon graduation.

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

The Memorandum of Understanding that Pathway 1 stipend recipients who are employed as teachers shall enter will require a commitment to teach the Pathway courses in the LEA for three consecutive years, meeting or exceeding the District's established minimum student enrollment threshold that is required for the offering of a class. In return, with appropriate levels of student enrollments, the District will commit to retaining candidates with satisfactory program completion and job performance.

The Memorandum of Understanding that Pathway 2 stipend recipients who are employed as teacher aides shall enter will require a commitment to remain employed in the District and submit evidence, each semester, of enrollment in at least two courses leading to a degree in teacher education in a shortage area teaching field. In return, with continuing successful job performance, the District will commit to continuing a flexible employment arrangement for up to two years, culminating in teacher certification in a shortage area teaching field.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit X \$5,500 =

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

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

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

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

Total Request for Pathway 1

PATHWAY TWO

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

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

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

Request for Pathway 2

Request for Pathway 1

Total Combined Request for Pathways 1 & 2

PATHWAY THREE

Check this box if you are applying for Pathway 3

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

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

Total Request for Pathway 3

Request for Grant Funds

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

PAYROLL COSTS (6100)

BUDGET

Stipends for participating teachers and aides	129,500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Travel to TEA-led summer Training Institute \$3,000 for each of 5 high schools	15,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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Via phone/fax/email by TEA staff person _____

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:

- Y 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
- Y Marketing and recruitment strategies to increase student interest and persistence
- Y Strategies to increase enrollment in each course each year
- Y Career development, counseling, and support opportunities for students and the establishment and/or growth of TAFE or FCCLA
- Y 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
- Y 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

The District Improvement Plan for the 2019-20 school year reveals a need to close the gaps that exist between minority student enrollment and minority teacher employment. Looking at the total District staff, the plan notes that 15% of the District's total number of students are Asian, and just 1.5% of the total District workforce is Asian. Similarly, 11% of the total number of students are Black or African-American; just 4.8% of the total staff is Black or African-American; and 30% of the total number of students are Hispanic, while just 11% of the total staff is Hispanic.

When the individual high school campuses at which we hope to extend future teacher organizations are examined, and specifically classroom teachers are considered, the gaps are even more prominent, but numbers of recruitable students are also favorable. For example, the most recent Texas Academic Performance Report presents the Lewisville High School enrollment as 18.7% African-American students. The teaching staff, however, is 8.6% African-American. The LHS enrollment is also 49.2% Hispanic; yet Hispanic teachers comprise just 9.3% of the LHS staff. Asian students form 8.6% of the LHS student enrollment, but just a mere 1.4% of the classroom teachers are Asian.

The Colony High School enrollment is 13.9% African-American, with a teacher workforce that is just 3.9% African American. The TCHS enrollment is 35.3% Hispanic, with a Hispanic teacher component of 9%. Asian students comprise 6.1% of the TCHS enrollment, while just 3.9% of the teachers are Asian.

At Hebron High School, the enrollment includes 12.2% African-American students with a faculty of 6.6% African-American teachers. The HHS enrollment is 19.1% Hispanic, but Hispanic teachers make up just 6.3% of the teaching staff. Asian students are 27.43% of the HHS student body, but Asian teachers form just 2.4% of the HHS teachers.

The District is committed to accelerating the progress it is making toward closing these gaps. In the 2018-19 school year, for example, 11 African-American secondary teachers were added; and 10 of these 11 secondary teachers returned for the 2019-20 school year. Another 20 African-American secondary teachers were hired for the 2019-20 school year. To maintain this progress, the District will target and prioritize its currently employed

high-impact minority teachers and invite them to teach the Education and Training pathway courses in the 2020-21 school year. A formal application to teach these classes will invite them to explain their motives for doing so and will ask them to describe the evidence of their successes in:

1. Serving as a passionate, influential advocate for the profession of teaching and
2. Achieving personal success at closing gaps in student achievement

The District will also recruit students into enrollment in the Education and Training pathway courses and will offer a District Employment Path that will take them from part-time tutoring and work in the Extended Day Program of the District, to summer employment in the Extended Day Program of the District, to employment as a teacher aide while in college teacher preparation program, culminating in employment as a Texas-certified teacher upon graduation. The profile of a recruited student will include meeting 2 of the following 3 criteria:

1. Performance in the top academic quartile, as evidenced by class rank
2. Minority identity that can contribute to increasing the diversity of the District's teacher workforce
3. Nomination or confirming recommendation of at least two of his/her current or prior teachers who observed either early indicators of interest in teaching or personal attributes commonly associated with successful teachers.

To further motivate targeted recruitment of participating students, the District will take the following actions:

1. Identify and compensate a cadre of existing students who are currently engaged in progress toward a career in teaching and will reach out to assigned targeted students on each high school campus.
2. Design a series of "Why I Teach" videos for the District website
3. Design a series of companion set of "Why I Teach Moments" that can be used in the daily pledges and announcements broadcast on each campus
4. Assign each participating student a career mentor teacher who will extend small, well-timed acts of encouragement, such as coffee gift cards at peak testing times and other points at which a boost in persistence may be needed.
5. Include students enrolled in the Education and Training pathway courses and TAFE chapters in monthly Board Recognition segments

(Required only if implementing dual credit Education and Training courses): IHE and LEA Partnership: Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit. The plan must address the following:

- An explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits
- A description of the timeline to develop the dual credit partnership by the 2020–2021 school year
- A signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings that specifically name courses in the Education and Training sequence

The District currently has existing dual credit arrangements with two Institutions of Higher Education. Since the program rules specified just one IHE for dual credit, the District proposes the local branch of the North Central Texas College community college system, which is both the most centrally located partner and also one that provides community van transport. Initial conversations have resulted in a plan for how to stage the implementation of the Education and Pathway courses. (Appendix A of this application).

In order to pursue the Associate of Arts degree in Teaching (AAT), current high school students who will be in 12th grade in the Fall of 2020 would typically be taking the English 1301 of the IHE. In addition to the English 1301 in Fall, 2020, these 12th graders would add as an elective in their schedule a second course for dual enrollment, which would be the NCTC Education 1300. Hopefully after high school graduation, the students would continue with additional NCTC coursework toward the AAT, while employed by the District, moving seamlessly thereafter into the teacher preparation program of Midwestern State University at Flower Mound, which offers a \$1,000 scholarship to students who have been active in a student future teacher organization, and also offers van transportation to and from its local complex adjacent to NCTC.

The timeline for implementing dual credit courses for the Education and Training pathway courses would include:

March - April, 2020 - Recruit Cadre 1 of students who are currently enrolled in dual credit courses. This Cadre 1 would include current 11th graders who took History 1301 and 1302 in the 2019-20 school year. These students would take the NCTC English 1301 and Education 1300 in Fall, 2020, and English 1302 and Government 2305 in Spring, 2021, continuing in the summer after high school graduation with NCTC and on the Midwestern State at Flower Mound, which has committed to a price match for NCTC students.

Recruitment would also occur for a Cohort 2 that would begin in Fall, 2020. The District would market to 10th graders the Education and Training courses and the AAT.

Fall, 2020 - Cohort 2 would begin in the fall semester with History 1301 and Education 1300.

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

March and April, 2020 - Through surveying employment records of its currently employed paraprofessionals, the District will identify candidates who have completed no less than 75 semester hours toward a Bachelor's degree on or before May 15, 2020, and will be able to serve as a full-time teacher of record beginning in the Fall of 2020.

Qualifying paraprofessional employees will be invited to apply for one of three stipend opportunities within Pathway 2(b). The application will be similar to the one for teachers, asking applicants to describe evidence of their serving as a positive advocate for the profession of teaching and contributing to closing gaps in student achievement.

May, 2020 - Interviews of qualifying candidates results in stipend recipients

June and July, 2020 - Selected Pathway 2(b) stipend recipients are referred to local partner IHE, Midwestern State at Flower Mound. District's Staffing administrators maintain contact with, and offer support to the program participants.

August, 2020 - July, 2021 - Selected Pathway 2(b) candidates continue progress in course work. District arranges flexibility, as needed, for combining work and course completion. For example, the District could allow job-sharing arrangements to accommodate course scheduling necessities.

August, 2021 - With end of Summer Session 2, Pathway 2(b) candidates complete college degree and are recommended to SBEC for teacher certification.

August, 2021 - Pathway 2(b) candidates begin service to District as a certified Texas teacher.

