



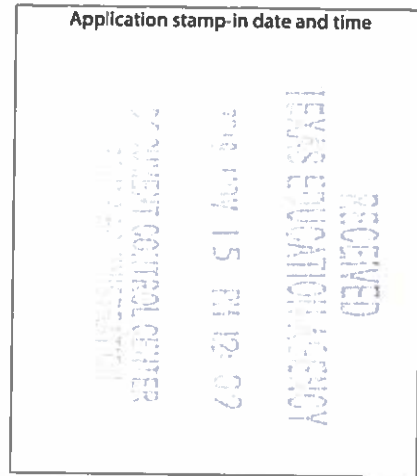
**2020-2022 GROW YOUR OWN GRANT PROGRAM, CYCLE 3**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 15, 2019**

NOGA ID

Authorizing legislation **General Appropriations Act, Rider 41, 86th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

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



Grant period from **February 1, 2020 to June 30, 2022**

Pre-award costs are not permitted.

**Required Attachments**

*Pathway specific attachment*

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 Primary Contact  Email  Phone   
 Secondary Contact  Email  Phone

**Certification and Incorporation**

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

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

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

Authorized Official Name  Title

Email  Phone

Signature  Date

Digitally signed by Jenny McGown  
 DN: cn=Jenny McGown, o=Klein ISD, ou=Superintendent,  
 email=jmcgown@kleinisd.net, c=US  
 Date: 2019.11.13 13:22:10 -0600

Grant Writer Name  Signature  Date

Digitally signed by Elizabeth Gilleland  
 Date: 2019.11.13 13:22:10 -0600

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

2020-020677

701-18-106-034

**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
Create teachers within the Promise2Purpose pipeline of education and increase the numbers of teachers for the Education and Training Pathways and increase student enrollment in the pathway.	Offer teachers in the Education and Training Pathway a stipend for teaching the course sequence and increasing participation in the CTSO program FCCLA
Fill hard to teach positions such as bilingual and special education.	Identify current Klein paraprofessionals who have a desire to move into a teaching position and provide them the needed coursework to either add a teacher certification or finish their bachelor's degree and obtain their teaching certification. Additionally, we will provide mentoring and support.

**SMART Goal**

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

Pathway 1: The goal of this program is to increase the numbers of Education and Training teachers by six teachers across the district. This will allow additional students to enter the Education and Training pathway and build the teacher pipeline.  
 Pathway 2(a): The goal of this program is to identify two current Klein ISD paraprofessionals who will obtain their teacher certification and become teacher of record no later than the 2021-2022 school year.  
 Pathway 2(b): The goal of this program is to identify two current Klein ISD paraprofessionals who will complete their bachelor's degree, obtain their teacher certification and become teacher of record no later than the 2022-2023 school year.

**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: By September 2020, Klein ISD will identify six teachers through an application and review process to begin the process to develop strategies and competencies to teach within the Education and Training Pathway. Teachers will develop lesson plans for the course sequence and shadow existing teachers within the program to enhance their skills.  
 Pathway 2: By September 2020, Klein ISD will have identified four paraprofessionals through an application and interview process to begin their degree and/or teacher certification coursework. The identified paraprofessionals will provide proof of enrollment, a degree plan and/or a course of study for required courses for obtaining degree and/or teacher certification.

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Pathway 1: Identified teachers have completed the first phase including developing an array of lessons and shadowing existing IPET teachers. By January 2021, district staff selected for the Grow Your Own Grant Program will participate in the course selection process and recruitment of students for the 21-22 school year Education and Training Pathway course offerings. They will continue to develop lessons and experiences for students in the Pathway for the 21-22 school year including shadowing, field trips and FCCLA conferences.

Pathway 2: By February 2021, participants in the grant will provide a transcript for coursework, proof of registration for the Spring 2021 semester, and an updated degree plan/course of study.

**Third-Quarter Benchmark**

Pathway 1: By September 2021, district staff selected for the Grow Your Own Grant Program will submit a portfolio for the Education and Training course sequence to be used as the curriculum throughout the year for the courses within the sequence. Progress measures will include lesson plans and program enrollment.

Pathway 2(a): By September 2021, participants will have completed their teacher certification coursework, obtained their teaching credentials, and will be serving as a teacher of record in a Klein ISD classroom.

Pathway 2(b): By September 2021, participants will will provide a transcript for coursework, proof of registration for the Fall 2021 semester, and an updated degree plan.

**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.

In order to determine project progress, success and to identify necessary modifications, project evaluation will occur using several key qualitative and quantitative data points:

**Pathway 1:**

- Number of teachers identified for the program
- Number of teachers participating in the shadowing experiences
- Evaluations will occur at the end of each semester following teacher identification - review of student enrollment and teacher curriculum portfolio as well as the participation in the FCCLA program
- Feedback, in the form of interviews and questionnaires from the College and Career Pathways Department

**Pathway 2:**

- Number of paraprofessionals identified for the program
- Number of paraprofessionals earning credit each semester for bachelor's and/or teaching credentials
- Evaluations will occur at the end of each semester, including review of transcript, interviews, and feedback between Klein ISD and the participant
- Feedback from EPP on student progress via interviews and questionnaires

Modifications could include, although not be limited to:

- Pathway 1: Assignment of program mentor to meet on a regular basis with the Grow Your Own program teacher, Removal of teaching candidate from the program due to lack of progress in earning masters degree, Preparation for TEXES exam if needed
- Pathway 2: Removal of candidate from program due to lack of progress in degree and/or teaching credentials, Preparation for TEXES exam if needed

**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 Klein ISD strategic plan contains three priorities, including cultivate talent. Cultivating talent will occur by building a best-in-class leadership pipeline to increase available candidates to teach and lead students in the Klein Independent School District.

Klein ISD currently offers the Public Service Endorsement which includes the instructional practices and educational training courses. Developing additional teachers who can teach the sequence of the Education and Training courses will allow the district to grow this pathway for students. This program will allow students to develop the interest and skills for the field of education and to move into any state institution in Texas to pursue a degree and a career in education, with the ultimate goal to fill teacher positions within the district.

As with many districts in Texas, Klein is struggling to hire teachers for hard to fill positions, particularly in bilingual and special education. Creating a pipeline to attract paraprofessionals who currently work in these areas to move into a teaching position will allow us to fill those difficult positions with people who are already familiar with our district culture, vision, and strategic plan. Our goal is to work with our multilingual and special education departments to take this grant and turn it into a sustainable model to help us create a long-term pipeline of prepared candidates for teaching positions in bilingual and special education.

**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.

Research from the Learning Policy Institute indicates that hiring teachers from a diverse ethnic background is an important strategy to improve achievement gaps and attendance. In an effort to more closely mirror the ethnic diversity of Klein ISD, the district will utilize promising practices in the areas of hiring and retention. Promising practices include investing in Grow Your Own programs utilizing scholarships or stipends to subsidize teacher growth and training.

The Grow Your Own program will also allow us to increase teacher diversity by recruiting students from diverse backgrounds to enroll in the Education and Training Pathway.

For our paraprofessionals, our plan is to communicate with eligible applicants by holding information meetings to entertain interest and provide information. We will also use emails, videos, and social media to target the possible candidates to make sure they understand the benefits of this grant and how to apply. Additionally, we will also create a process for campus administrators to nominate candidates for this grant. To help us find the best of the best, we will require campus principals provide a recommendation that they feel the candidate will be successful in the classroom. As part of our selection process, we will interview the paraprofessionals to make sure their long term education goals as well as a commitment to Klein ISD are in alignment with our strategic vision.

**Statutory/Program Requirements**

**PROGRAM REQUIREMENT 2 CONTINUED:**

[Empty box for Program Requirement 2 content]

**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.

**Selection of teachers to receive the stipend for the Education and Training Pathway**

Completed Teacher Application Form  
 Teacher's history or resume, including undergraduate institution attended and any graduate-level courses completed  
 Statement indicating professional and personal goals as an educator and how this stipend will help achieve such goals  
 Brief statement indicating the benefits of the Education and Training Program in ISD and specifically the students of Klein ISD  
 Recommendation form from current supervising administrator  
 In person interview for program finalists

**Selection of paraprofessionals to receive the stipend to assist in earning their bachelor's and/or teaching certification will include:**

Completed application form  
 Statement indicating professional and personal goals as an educator and how this stipend will help achieve such goals  
 Brief statement indicating the benefit this degree and/or teacher certification will provide to Klein ISD and specifically the students of Klein ISD  
 Transcript showing either a bachelor's degree confirmed (Pathway 2(a)) or transcript showing 75 college hours completed (Pathway 2(b))  
 Recommendation from current principal  
 Interview

**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.

Teachers selected for the Grow Your Own program will receive ongoing support from the Klein ISD College and Career Pathways department to include:

Monthly check in meetings, in person or through Skype  
Review of progress will occur at the end of each semester

Teachers will also work with existing IPET teachers so that these instructors can assist and mentor the Grow Your Own Candidate during their educational process

Paraprofessional selected for the Grow Your Own Program will receive ongoing support from Klein ISD to include:

Monthly check-in meetings with a mentor, in person or through Skype

Review of progress will occur at the end of each semester

Reasonable paid release time and flexibility and schedule flexibility to complete coursework by the deadlines

Access to support/targeted professional development from the multilingual and/or SPED department (depending on certification area)

Opportunities to observe and teach in selected classrooms along with targeted feedback

**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.

Pathway 1: Teacher agrees to begin preparing lessons, curriculum and strategies to teach the IPET courses during the 2021-2022 school year. Teacher agrees to participate in shadow opportunities and to develop the FCCLA program for their campus.

Teachers for the Education and Training Pathway will receive stipends to teach and grow student participation in both courses and CTSO programs.

Pathway 2: Para agrees to attend EPP starting in Fall 2020 and to enroll each subsequent semester (for a minimum of 6-9 hours) until degree and/or teaching certification has been completed. Para agrees to maintain a 3.0 GPA in all coursework. Para agrees that he/she will work for the district as a teacher for a minimum of three years after graduation, in the event the District elects to employ the para as a teacher. In the event that Teacher voluntarily resigns from the District prior to graduation or before having been employed by the District for three years after graduation, the teacher shall reimburse the District for all grant funds paid by the District. Teacher agrees that such reimbursement may be deducted by the District from any compensation due and owing to District.

**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	<input type="text" value="5"/>	X \$5,500 =	<input type="text" value="27,500"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of high schools <u>with</u> existing Education and Training courses in 2019-2020	<input type="text" value="5"/>	X \$8,000 =	<input type="text" value="40,000"/>
Number of high schools <u>without</u> existing Education and Training courses in 2019-2020	<input type="text"/>	X \$10,000 =	<input type="text"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2020-2022	<input type="text"/>	X \$10,000 =	<input type="text"/>
<b>Total Request for Pathway 1</b>			<input type="text" value="67,500"/>

**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	<input type="text" value="2"/>	X \$5,500 =	<input type="text" value="11,000"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="2"/>	X \$13,000 =	<input type="text" value="26,000"/>
Request for Pathway 2			<input type="text" value="37,000"/>
Request for Pathway 1			<input type="text" value="76,000"/>
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<input type="text" value="113,000"/>

**PATHWAY THREE**

Check this box if you are applying for Pathway 3

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



**Request for Grant Funds**

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

**PAYROLL COSTS (6100)**

**BUDGET**

Stipends for educational programs	103,000
Stipends for IPET Teacher	67,500
<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)**

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

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

Klein ISD will utilize Pathway 1 to fund the stipend for teachers participating in the Education and Training courses. Target students for this program are students who either have enrolled or are interested in enrolling in the Public Service Pathway, Education and Training strand. Klein ISD will strive to mirror student diversity with our staff including teachers identified for this program.

Marketing and recruitment strategies include:

Pathway Summit

9th grade course selection meetings by feeder pattern

Counseling / Advising during course selection

Student interest sessions

Strategies to increase enrollment each year include the programs own students and teachers as well as demonstrating the opportunities provided by this pathway.

We will interview, preferably on video students from the current cohort to capture testimonies to share through social media and the P2P website used for course selection.

Other support opportunities include the CTSO program FCCLA, a healthy robust organization within our district which will provide students with the opportunity to attend conference as well as to hold office developing leadership opportunities.

As mentioned in the application (Statutory/Program Requirements, Pathway One), teacher recruitment and selection will be a thorough process. Klein ISD understands the process will be time consuming, however we are committed to ensuring highly-qualified teachers with experience are selected. We will review applications, conduct interview, review evaluations and receive feedback from current supervisors.

Different students are motivated in a variety of ways. Klein ISD is committed to developing and implementing a plan that provides multiple opportunities and activities. Some of the activities will include, but are not limited to:

Guest speakers to provide motivational presentations to students

Field trips to allow students to visit a college campus and speak with IHE representatives about post-secondary education requirements

Job shadowing to provide opportunities for students to shadow someone currently in the teaching profession and begin to understand personal preferences for subject area

**(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

Dual credit courses implemented by Pathway 1 will be in the areas core classes, not Education and Training courses. Classes may include English, History, Government, Economics, Psychology and Speech.

**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

Klein ISD is currently working with Sam Houston State University as our EPP for Pathway 2.

For our Pathway 2(a) candidates, we will work with SHSU to create a plan of coursework for the candidates to receive their teaching credentials. It will be a cohort approach and we will work to make a schedule that is doable for their full time employment responsibilities, allowing for some flexible scheduling to be able to make classes and met obligations of the coursework. The candidate will be able to use work time for observations and other class assignments as agreed by the LEA and EPP.

Our plan is that coursework be completed during Fall 2020, Spring 2021, and Summer 2021 semesters so that they can begin a full time teaching assignment in Fall 2021 per the grant requirements.

For Pathway 2(b) candidates, we will work with SHSU to create a degree plan to help complete the bachelor's degree as well as need coursework to obtain teacher certification. A cohort approach will be used for the teacher certification portion of the coursework; however, based on where students are from their previous college work, they may not be able to be in a cohort for the totality of their schooling.

Our plan is that coursework be completed during Fall 2020, Spring 2021, Summer 2021, Fall 2021, Spring 2022 and Summer 2022 semesters so that they can begin a full time teaching assignment in Fall 2022 per the grant requirements.

As part of the collaborative training with our EPP, we will provide our candidates access to Klein ISD's robust professional development for teachers and mentoring as they transition into their teacher role.