



**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  
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Application stamp in date and time

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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 **Region 3 Education Service Center** CDN **235950** Vendor ID  ESC **3** DUNS   
Address **1905 Leary Lane** City **Victoria** ZIP **77901** Phone **361-573-0731**  
Primary Contact **Mitzi McAfee** Email **MMcafee@esc3.net** Phone **361-573-0731**  
Secondary Contact **Ann McCain** Email **AMccain@esc3.net** Phone **361-573-0731**

**Certification and Incorporation**

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

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

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

Authorized Official Name **Charlotte Baker** Title **Executive Director**  
Email **CBaker@esc3.net** Phone **361-573-0731 x204**

Signature **Charlotte Baker** Date **11/13/2019**

Grant Writer Name **Mitzi McAfee** Signature **mmcafee** Date **11/13/2019**

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

RFA # **701-18-106** SAS # **277-20**

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**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
8.4% of the teachers in the 4 rural SSA districts are minority whereas minority students make up over 52% of the districts' overall numbers. NEED: Recruiting and retaining minority teachers representative of the student population.	The SSA will support participating districts with recruiting and selecting high quality teacher candidates, representative of the diverse student population, that will lead and market education and training course opportunities to high achieving, diverse students in order to create a pipeline of future teacher candidates.
12.85% average teacher turnover rate of the 4 rural SSA districts with all indicating a shortage of qualified candidates to fill annual vacancies. NEED: A pipeline of teachers to fill vacant, hard-to-fill positions.	The SSA will provide participating districts with collaborative supports, networking, and learning opportunities to retain high quality teachers as program leaders that will establish and expand effective education and training pathways leading to a robust pipeline of "locally grown" educators for hard-to-fill positions.
Increase the number of education and training courses and CTSO opportunities offered to students in participating districts. NEED: CTE courses and opportunities aligning with local workforce needs.	The SSA will provide technical assistance, training and curricular support to participating districts in the implementation of Principles of Education and Training, Instructional Practices and/or Practicum in Education and Training courses and related CTSO (TAFE/FCCLA) activities.

**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.

For 2020-21 school year, all 4 participating SSA districts will be offering and/or expanding education and training courses and CTSO competition opportunities for an increased cohort of diverse high school students with an interest in teaching as a profession with three targeted outcomes: 1) a 10% average increase in students taking education and training courses by the end of year 1 as measured by participation rates; 2) >40% minority student average of those enrolled in the education and training courses as measured by student enrollment demographics; and 3) a 2% average increase in college-ready students indicating education as an intended major as measured on the ACT/SAT.

**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**

- 1) Number of highly qualified, diverse teacher candidates identified and selected through the comprehensive screening and selection process utilizing the articulated criteria.
- 2) Number of technical assistance and training hours provided to SSA districts to support with Education and Training course development and implementation.
- 3) Number of minority students selecting, participating in and completing an initial Education and Training course.
- 4) Number of students participating in a CTSO (TAFE or FCCLA) activity or competitive event.

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

- 1) Percent increase in minority students selecting, participating in and completing an initial Education and Training course when compared to prior quarter.
- 2) Number of college-ready students indicating education as an intended major on the SAT/ACT.
- 3) Percent of participating teachers and students that perceive the Education and Training programs offered to be effective and engaging.
- 4) Percent increase in the number of students participating in a CTSO (TAFE or FCCLA) activity or competitive event when compared to prior quarter.
- 5) Number of technical assistance and training hours provided to SSA districts to support with Education and Training course expansion and program quality.

**Third-Quarter Benchmark**

- 1) Number of minority graduates successfully completing more than one course in the Education and Training pathway.
- 2) Percent increase when compared to prior year in college-ready students indicating education as an intended major on the SAT/ACT.
- 3) Percent increase of participating teachers and students that perceive the Education and Training programs offered to be effective and engaging.
- 4) Percent increase in the number of students participating in a CTSO (TAFE or FCCLA) activity or competitive event when compared to prior quarters.
- 5) Overall expansion of course opportunities and student participants.

**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 partnership with Education Service Center Region III, the SSA districts will implement and/or expand Education and Training courses, based on opportunities offered to students in 2019-20, to increase student interest in education as a profession and to develop a diverse pipeline of future educators. The districts will work with campus leadership to collect and analyze project data and make program modifications as necessary for sustainability and student success. The project evaluation and adjustments process establishes a system of continuous analysis throughout the year including: A) quarterly evaluation of program data, B) bi-annual perception survey, and C) annual program evaluation to measure success and determine adjustments.

**Quarterly Evaluation of Program Data:** Each participating SSA district will engage in a quarterly evaluation of program success metrics including but not limited to: 1) student course participation rates, 2) student academic progress, 3) student demographics, 4) qualitative student and teacher feedback, 5) student participation in CTSO activities and events, 6) recruitment efforts, and 6) any other mandatory performance targets set forth by TEA.

**Bi-annual Perception Survey:** With technical assistance provided by Region III ESC, each district will electronically collect the perceptions of participating students and teachers regarding programmatic quality. Evaluation measures will include those of lesson design, student learning experiences, teacher support, student interest, recruitment and opportunities for improvement. Survey data will be analyzed at the campus, district and regional levels to determine training needs and in-year programmatic adjustments.

**Annual Program Evaluation:** Each participating SSA district, will review end-of-year and longitudinal data to determine if programmatic intent was achieved. A strengths, weaknesses, opportunities and threats (SWOT) analysis will be conducted and annual goals, strategies and targets established in order to sustain and grow the program. Annual goals will be provided to Region III ESC for the planning of technical assistance and training to support sustainability and quality.

**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 SSA partners 4 districts with varying starting points and integration opportunities for the Grow Your Own grant program. Therefore, sustainability factors will differentiate for each district based on local funding options, personnel, partnerships and resources. Region III ESC will play a critical role in supporting participating districts with sustainability efforts through fiscal oversight and on-going technical assistance and training. In general, the sustainability plan for each participating district will include commitments to the following: 1) support by the local school board, 2) a programmatic vision, 3) annual comprehensive program evaluation, 4) defined long-term funding sources, and 5) consideration of program students for future vacancies. The participating districts agree to the following action steps for long-term programmatic success and sustainability:

- 1) Establish a programmatic long-range vision to lay the foundation for annual goal-setting, objectives and activities.
- 2) Sustain high-quality teachers committed to leadership and advancement of the program through allocated stipends.
- 3) Develop a resource replacement cycle to effectively plan for long-term programmatic instructional materials and technology.
- 4) Submit a funding sustainability plan to Region III ESC, serving as fiscal agent to the SSA.
- 5) Seek and consider post-secondary partnerships to expand the program beyond local credit options for students.
- 6) Track student longitudinal data and create a recruitment plan targeting program participants for available positions.
- 7) Guarantee interviews for available positions to any program graduate that completes an educational degree.

At the conclusion of the grant cycle, SSA districts will use a combination of local, state and federal funding sources to sustain the program. Each district will designate a portion of their Perkins allocation to support with program continuation efforts, learning experiences and resources. Local dollars and/or Title II funding will be allocated for ensuring program quality and growth through ongoing professional learning. Each district's funding plan will be submitted to Region III ESC.

**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.

Each participating SSA district will engage in a comprehensive recruitment process in order to identify interested and eligible candidates to teach the Education and Training courses. Although each SSA district's process will be unique based on size and availability of teachers, the following general framework for recruitment will be utilized as a means for selecting the highest quality teachers to lead and facilitate the program.

**Promotion:** Each SSA district will post the positions on their external district websites and other state/regional network site to generate a robust, large-scale applicant pool. Each superintendent will share the opportunity through standard district communication modalities including but not limited to social media, newsletters and direct communication. All external candidates will be required to provide evidence of success based on the same criteria in which current LEA teachers are identified and ranked.

**Identification and Ranking:** Current teachers in each SSA district will be targeted based on a combined quality score of the following: 1) student gains on state and/or local assessments of 5% or higher, 2) T-TESS evaluation scores averaging accomplished or higher, 3) disciplinary referrals/incidents of <2%, 4) engagement in student activities, 5) demographically representative of the student population, and 6) advanced certifications and/or degrees.

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

**Interest Survey:** All teachers will complete a survey identifying those who have interest in and are willing to serve as a course teacher and commit to teaching long-term in the LEA and/or region.

**Teacher Pool:** The identified teachers with the highest quality score will be correlated to those who have expressed interest and commitment via the survey. The identified internal candidates will be personally invited to interview for the position along with any candidates external to the SSA meeting the screening criteria.

**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.

Although the number of potential candidates may vary among the SSA districts, there will be a consistent foundational framework for selecting quality, diverse candidates based on research-based best practices. The SSA districts with established programs will follow the selection process when expanding the program and/or filling vacant program positions. The selection process that each SSA district will engage in consists of 4 phases: 1) screening, 2) performance task, 3) interview and 4) references. Selection will be done through a diverse selection committee established by each district's superintendent.

**Screening:** Each candidate will be considered and scored utilizing a comprehensive 4-point rubric that measures the candidates' educational qualifications and experiences (targeting hard-to-fill areas), demographic likeness to student population, documented evidence of success, signed MOU commitment and a 1-page articulation of their educational philosophy. The teachers scoring >16 total points on the rubric will be asked to participate in the performance task.

**Performance Task:** Screened and selected candidates will be asked to design a lesson targeting one of the standards for the Principles of Education and Training course. The committee will review each lesson based on effective, research-based practices, alignment to the state standards, overall organization and clarity and student engagement opportunities. Top candidates will advance to the interview phase for further conversation and consideration.

**Interview:** Although each SSA district will have the autonomy to design independent interview questions based on the uniqueness of their program, there will be 5 standardized questions each SSA selection committee will ask candidates. 1) What approach would you utilize to attract high-achieving, diverse students to the Education and Training program?, 2) How will you motivate students to continue in the program and complete the sequence of courses offered?, 3) What is your personal vision for the program and how will you measure success?, 4) How will you work collaboratively with other teachers and/or districts to ensure quality lessons and learning experiences for students?, and 5) What steps will you take to keep the district informed of program successes, needs and opportunities? All candidates selected to participate in the interview phase will be scored based on their responses. References will then be checked for the highest rated candidates.

**References:** Each SSA district will conduct at least 3 reference checks on the highest rated candidates. References will be asked to provide evidence of the teacher's connection with students, instructional leadership characteristics, persistence and other criteria as determined by the SSA district. The committee will then make a final recommendation to the Superintendent and/or Board of Trustees for selection of the top candidate(s).



**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.

In order to address the identified needs, achieve the goals and reach identified benchmarks, the participating SSA districts must work collaboratively, providing support at the teacher, campus and district levels. The partnership of the SSA with Region III ESC will be valuable for ensuring programmatic and teacher success. In alignment with research-based best practices, embedded supports will be the primary approach utilized for those receiving stipends. Currently, 3 of the 4 SSA districts have initiated Education and Training pathways which provides the novice district an embedded resource in which to gain insight and lessons learned.

Each teacher in the SSA receiving a stipend will be provided additional time weekly beyond what is standard for all teachers for instructional planning, program oversight and CTSO logistics. The allocation of additional time will allow the teacher to ensure quality lesson design, student experiences and data collection and analysis in order to meet the grant guidelines. In addition, Region III ESC will host a quarterly teacher PLC to allow Education and Training program teachers to share program and CTSO successes, engage in course planning and share/practice exemplar lessons. Each PLC will take place at one of the 4 SSA locations to allow for program observations and site-visits. Districts will support teacher participation through the funding of substitutes as needed.

For all new courses being implemented, SSA districts will provide curricular materials and resources in a timely manner to allow teachers to design courses prior to the instructional year that fully align to the program standards, TEKS and student interests. Campus administration will have monthly meetings with the program teacher to assess additional resource needs, provide coaching and identify program supports. Administration will also encourage teacher retention by allowing teachers to engage in training opportunities recommended by Region III ESC for programmatic improvements and collaboration.

In addition to the aforementioned supports, campus, district and regional leaders will utilize the bi-annual perceptions survey as a continuous feedback loop for monitoring and addressing any internal or external influences. In partnership, the participating SSA districts will work collaboratively with the Region III ESC to determine additional supports as needed and develop solutions that will ensure teachers are supported and retained.

**PROGRAM REQUIREMENT 5:** Describe the MOU in which (1) participants/candidates commit to remain in the LEA for an agreed 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 participating SSA districts will collaboratively develop, with the support of Region III ESC, two standardized MOU's: 1) committing the teacher, as a stipend condition, to remain in the LEA/SSA for a minimum of 3 years; and 2) committing the district to retain program teachers with satisfactory performance for a minimum of 3 years. Each SSA district may include additional language to the agreed upon standardized MOU's that define program commitments.

The teacher/candidate MOU will outline the terms of the agreement including a 3-year commitment, acceptance of responsibilities, acknowledgment of stipend conditions, exit criteria and implications and training requirements including but not limited to attendance at the TEA-led Teacher Institute. The LEA will collect the teacher/candidate MOUs during the selection process and submit to TEA in accordance with the grant time line.

The district MOU will outline the terms of the agreement including its commitment to the 3-year retention of the teacher, conditions of retention including satisfactory performance, stipend amount and conditions, district supports including but not limited to participation in the TEA-led Teacher Institute.

**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 8 X \$5,500 = 44,000

Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit 0 X \$11,000 =

Number of high schools with existing Education and Training courses in 2019-2020 2 X \$8,000 = 16,000Number of high schools without existing Education and Training courses in 2019-2020 2 X \$10,000 = 20,000Number of high schools offering dual credit Education and Training courses in 2020-2022 0 X \$10,000 =**Total Request for Pathway 1** 80,000**PATHWAY TWO**☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of Pathway 2(a) candidates pursuing a teacher certification only 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**

Education and Training Course Teacher Stipends	40,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Professional Development Training and Coaching	3,735

**SUPPLIES AND MATERIALS (6300)**

Instructional Resources and Materials for Existing Programs	10,000
Instructional Resources and Materials for New Programs	15,000

**OTHER OPERATING COSTS (6400)**

Annual Dues, Travel and Fees for CTSO participation and events	4,000
Travel to TEA-led Summer Institute and Other Professional Learning Opportunities	4,000

Total Direct Costs 76,735

Indirect Costs 3,265**TOTAL AMOUNT REQUESTED** 80,000

Total Direct Costs plus Indirect Costs

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

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

**Pathway 1: Support for Education and Training Program Implementation**

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

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

The establishment of the SSA is for the purpose of supporting rural districts in their implementation and/or expansion of an education and training pathway at each high school in order to build a pipeline of future educators. Although the starting point differs for each of the four participating districts, the long-term goals and intended outcomes are shared. The SSA will provide a collaborative support system for programmatic success and sustainability. One of the four participating districts will be initiating a program with the implementation of Principles of Education and Training. The other three participating districts will target program expansion through the implementation of additional courses and/or sections, moving towards a coherent sequence.

**Student Profile:** The participating SSA districts' student demographics consist of a minority population exceeding 52% with Hispanic students being above 32% and growing. All four districts have identified Spanish as being a hard-to-fill area justifying the value of creating an education and training program targeted at recruiting students representative of the student population who are bilingual and bi-literate. Student interest will also be a factor considered in determining potential student participants. Each SSA district will utilize a career interest inventory to identify prospective students. Although all interested students will be considered for enrollment, emphasis will be placed on identified and interested students who meet the profile and have a grade point average above 90 percent.

**Marketing and Recruitment:** Although SSA districts will have independent marketing and recruitment approaches based on their unique needs, there will be a shared emphasis on providing students with opportunities to explore the education and training pathway through authentic approaches. Research indicates engagement increases when students are provided meaningful learning experiences (Schlechty, 2011) therefore, marketing and recruitment efforts will be designed to connect to the targeted student population utilizing multiple modalities and experiential opportunities. Engaging parents will also be an important part of the recruitment process. Each SSA district will host a parent information event at the beginning of each year and prior to course selections for secondary students. Personal email/phone invitations will be provided to parents of students meeting the identified profile. Promotional materials representative of the targeted students will also be posted and distributed through the website, social media, hallway displays and college/career centers.

**Increase Enrollment:** In order to annually increase program enrollment, the voice of current students or word-of-mouth approach will be vital for encouraging the engagement of new participants. Therefore, a leading effort will be to foster a high degree of interest and satisfaction among students who are presently enrolled in education and training pathway courses. Students enrolled in education and training courses will also engage in annual promotion of the program to younger students in order to foster interest in the pathway. Student enrollment will be monitored quarterly at the campus and district levels to adapt marketing and recruitment efforts based on outcomes. Successes with increasing enrollment and the elimination of barriers will also be shared quarterly during the program leads PLC coordinated by Region III ESC.

**Career Development and Counseling:** Counselors are pivotal in supporting students in determining their academic pathway. Therefore, counselors will be locally trained annually to identify students that meet the aforementioned profile and have an expressed interest in the area of education. Through college/career or course selection sessions, counselors will be able to effectively inform students of the opportunities associated with participating in the education and training pathway and counsel students based on their identified interests and strengths. Counselors will also be provided guidance materials that support with exploration of teaching as a profession.

**CTSO Establishment and growth:** Each SSA participating district is committed to providing CTSO opportunities through TAFE and/or FCCLA to foster a student network and leadership opportunities. Two of the participating SSA districts currently have active TAFE and/or FCCLA student organizations. Therefore, as a collaborative SSA, the experiences of these districts will serve as a support to the two districts establishing CTSO opportunities in the 2020-21 school year. The Region III ESC will provide technical assistance and support with CTSO implementation and expansion.

**Recruitment and Selection of Field-Site Teachers:** The SSA considers field-site teachers to be instrumental in achieving programmatic outcomes and success. Therefore, selection will similarly reflect the criteria utilized in selecting education and training course facilitators. All teachers in the district will be initially surveyed to identify teachers who are interested in serving as field-site teachers. Once interested teachers are determined, they will be ranked based on the following indicators: 1) student gains on state and/or local assessments of 5% or higher, 2) T-TESS evaluation scores averaging accomplished or higher, 3) demographically representative of the student population, 4) advanced certifications and/or degrees, and 5) principal recommendation. Students will then be assigned to those teachers who ranked highest on the overall scale.

**Student Motivation:** Campus and district leadership and staff in the participating SSA districts will take an active role in encouraging student participation and persistence in the education and training program. Leadership and staff will intentionally recognize and encourage students who are either achieving as current participants or exhibit the profiled characteristics and strengths. Campus and district leadership will routinely monitor program outcomes and highlight students who are accomplishing success through their participation in the program and/or CTSO competitions. Student accomplishments will be recognized publicly through campus/district communiques or during monthly board meetings. Leadership will also communicate opportunities for staff members to support the education and training program through their attendance at promotional or CTSO events.

**(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

N/A

**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

N/A

### Shared Services Arrangement (SSA)

(Required only if applicant is acting as a fiscal agent on behalf of one or more LEAs)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

<b>Fiscal Agent</b>	<b>County-District Number</b>
Region III Education Service Center	235950

[illegible]