



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

Pre-award costs are not permitted.

**Required Attachments**

Pathway specific attachment

**Amendment Number**

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

**Applicant Information**

Organization **Lake Worth ISD** CDN **220910** Vendor ID **756003344** ESC **11** DUNS **794359059**  
 Address **6805 Telephone Rd** City **Lake Worth** ZIP **76135** Phone **817-306-4200**  
 Primary Contact **Eric Tingle** Email **ETingle@lwsd.org** Phone **817-306-4200**  
 Secondary Contact **Rose Mary Neshyba** Email **RNeshyba@lwsd.org** Phone **817-306-4200**

**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 **Rose Mary Neshyba** Title **Superintendent**

Email **RNeshyba@lwsd.org** Phone **817-306-4200**

Signature  Date **11/14/2019**

Grant Writer Name **Eric Tingle** Signature  Date **11/13/2019**

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

2020-120706

**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
Expand current system for providing our students with dual credits using a combination of staff obtaining content area Masters and linking with IHE to increase the number of students earning dual credits	Lake Worth ISD (LWISD) will build on current IHE (Institutions of Higher Education) MOU to provide our students with methods to gain dual credits. LWISD will seek to find teacher(s) who current meet and/or will seek the graduate hours needed to allow them to be dual credit teacher(s) by obtaining content Masters
Develop current paraprofessionals into certified teachers expanding pool of highly qualified instructional staff with ties to the community to have more minority staff in these roles	LWISD will working with para's who have 2+ years of college to help them finish their undergraduate degree and provide a year long internship that will allow them to retain LWISD employment while completing the certification. Currently 80.5% of student are minorities while only 12% of teachers are minorities.
Provide systems for current LWISD students to obtain the 'teacher endorsement' to allow them to seek to become certified teachers upon receiving the undergraduate degree	LWISD will seek a dual credit system and promote Texas Association of Future Educators (TAFE) club to promote the goal of increasing the number of students who obtain dual credits / endorsements that lead to them becoming certified teachers in Texas

**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.

LWISD will have at least 1 current teacher who have the certifications/graduate hours to teach dual credit courses by the end of the 2021/22 school year to meet grant requirement. LWISD will recruit at least 9 paraprofessional who will complete the undergraduate degree by the 2021/22 school year and be hired for a one year internship for the 2022/23 school year to complete their certification process. If possible a current paraprofessional can complete undergraduate course work by the end of the 2020/21 school year, they will be employed in the 2020/21 in one year internship to become a certified teacher. The goal is to add at least 6 minority teachers to our staff with this grant to move the percentage of teachers higher from these groups so our students have more examples of people that look like them in these roles.

**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) LWISD certified staff and paraprofessional are informed and recruited for the program with preference being given to minority staff
- 2) Increase dual credit courses, training of staff, and system established to more dual credit courses
- 3) If needed a lottery will be held to determine the staff members who receive the slots in the programs
- 4) LWISD development system will seek other resources for staff not selected in the lottery to extend the numbers of persons in both pathways to increase GYO staff
- 5) LWISD staff will start the TAFE group developing PGP (Personal Graduation Plan) including Teaching Endorsement
- 6) Build on the plans done for GYO applications into CIP/DIP updating system to make cultural changes at Lake Worth that promote hiring more minority staff



**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

- 1) Staff will collect the grades and other measures of progress to determine that the staff in the two programs are making timely progress in meeting their respective performance outcomes to be able to meet the goals of grant
- 2) The development system to leverage funds and develop more staff in GYO system
- 3) Campus leadership will develop systems that staff can expand their duties in a manner that reflects the training they are receiving using the Professional Learning Community (PCL) system to extend the staff development systems
- 4) Data from LWISD students' academic and other outcomes will be collected to show number coming to TAFE meetings and if the academic/SEL - Social Emotional Learning - of the students in classes with the GYO staff are increasing
- 5) Any staff who dropped out will be replaced to assure that we meet GYO goals of increasing trained staff
- 6) Seek to build GYO pool for extended development of numbers of minority staff in instructional roles

**Third-Quarter Benchmark**

- 1) Staff will collect the grades and other measures of progress to determine that the staff in the two programs are making timely progress in meeting their respective outcomes to be able to meet the goals of grant
- 2) The development system will continue to link this program to other resource to leverage funds and develop more staff
- 3) Campus leadership will develop systems that both types of staff can expand their duties in a manner that reflects the training they are receiving and use the Professional Learning Community (PCL) system to extend the staff learning
- 4) Data collection will be focused to the inclusion in the CIP - Campus Improvement Plan - so that the positive aspects of the program can be sustained
- 5) Staff will begin to prepare reports for TEA and assure that the funds in the program are being spent in timely manner to meet the goals of the program.

**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.

The program will link senior LWISD staff to the two groups attending the IHEs. The data focus will be the progress in obtaining college credits to graduate from their respective programs. The senior staff will monitor the development of PCLs studies that will extend the IHE work to our culture focused on GYO students and program staff members. We will make our district where people will want to move to our community because of the progress in developing more inclusive workforce. We will disseminate information about the program that will help other ISDs develop similar programs through Mid-Winter and other presentations. The evaluation methods that LWISD is putting in place promotes data to drive programs for CIP/DIP. We will program-graduation credits as the major indicator of staff success in meeting their program requirements. Staff who are having issues meeting requirement will be given extra non-IHE support through the PLCs to learn the material in more effective manner. The system will provide study groups for certification testing so that we can help the paras in having another system to meet this 'end' requirement. We will bring LWISD junior/senior college-students and other staff into the PLCs in the last two semesters of the program so that the staff in the program have greater access to people who have already met the state requirements for the positions that they wish to hold. The IHEs staff will work with the Master's program staff to help them understand their role in the teaching of dual credit classes and the IHE requirements to be teacher of record. We will look at each staff member's progress using at least the mid-term IHE grading. While not as quick a system as we would use with LWISD students in the teacher endorsement classes; these staff members are making a major life change so we believe that they will seek help on their own if various support systems are built into our program. The measure of the high school programs on support the educational field career will be done by the number of students in this club, number of student in the education CTE course of study, and the number of student enrolled in post-secondary IHE program for education. These data will be use for the CIP/DIP so that culture of LWISD can be changed and the program of 'growing our own' can be sustained in some form. The CTE educational program and ongoing outreach to community funders to find other funding sources for the staff programs will be based on the pilot information that we gain from the funding of this program. The cultural change we wish to make is that we will have two pipelines - staff seeking to increase their teaching abilities and certifications and LWISD student pipeline to develop CTE Teaching Endorsement.

**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.

LWISD is creating methods within the CTE Endorsement system that would allow us to show high school students that teaching was a sound career choice along with other ISD career fields. We also increased the working relationships with the area IHEs so that they know we are interested in hiring and would provide student-teaching slots for their students. The goal being to increase the pool of potential hires for us and have more staff that 'looked' like our student body.

LWISD will form TAFE group so that our students will have another place to learn leadership and related skills. Our student will be able to explore a CCMR field that they might not be considering but may have been one of the first jobs that they ever thought they would be. This will allow LWISD students to see that keeping their options open and "learning" transferable life skills is one of the ways that they can have post-secondary career success.

The staff member(s) will have the same 3-year commitment to remain at LWISD and the paraprofessionals. This will assure that the program is sustained. The CIP/DIP will be updated to reflect the development of this CTE Endorsement. These staff members will also be included in the leadership teams at their respective campuses so that we can extend the PCL system to build the pool of campus/district leaders from staff receiving this training.

The campuses used the CIP (Campus Improvement Plan) yearly update to add items that aligned to the GYO goals to increase the awareness of students on the value of entering the teaching professions. This met CCMR (College Career Military Readiness) goals by showing that LWISD would recruit from our graduates who choose to become teachers. This is starting the pipeline for generating future teachers from our community. This will nature increase the number of traditionally underrepresented groups that are employed by our district because of student population's demographics.

We are also looking to this and other grant programs to met the ongoing advance and initial degree needs of our current staff. Initial we are providing time for these staff to use their employment to advance obtaining these degrees.

**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.

LWISD will continue to use recruiting methods that meet state and federal equitable hiring practices. We use a combination of advertising and use of job-boards that are focused toward these groups. The GYO system will allow increases in the number of our graduates who return to teach and become administrators. The MOU will contain language that describes how the staff member agrees to work for LWISD for at least 3 years after completing the Bachelor's program and will work with the various student and other LWISD groups to show their commitment to become certified teachers. LWISD student body has the following make up from the 2018/19 TAPR Report: Totals Enroll 3,367 - 17.8% Africa American, 57.8% Hispanic, 19.5% White, 0.7% American Indian, 1.0% Asian, & 0.2% Pacific Islander; 80.9% Economically Disadvantage, 20.2% English Language Learners, 64.8% At-risk, 9.7% Special Education & 2.9% Dyslexic students. The students' score below the state average on STAAR and End of Course tests along with major gaps between white and other sub-groups. The Masters program will allow us to increase the number of teachers with advance degrees to focus on having more dual credit courses. This will increase the measured performance of our students by having the rigor of their courses increased.

This will aid in the development of local pipeline of students to be fully certified teachers at LWISD. Because of the make-up of our students, this pipeline will produce new teachers that meet the state goals of having a more diverse professional & para hiring pool. LWISD has placed fliers in all the building and is seeking paraprofessionals who have either Associate degree or enough hours in their current program to be qualified to do a 1-year internship at LWISD by the end of the 2021/22 school year. This will allow us to develop the maximum number of staff because they will not loose income that is normal when student teaching.



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

LWISD will develop a pool of paras to be selected for the program. Weights will be given to bi-lingual, minority, staff with extended service to LWISD, and outcomes from their current post-secondary educational activities to assure that they can meet the graduation requirements of this grant. From these factor weighting a lottery will be done to select the staff if their are more qualified current staff than can be done by this grant. Principals and supervisors will be asked to provide written recommendations for this lottery. The paras in this program will be included in the campus leadership teams to increase their understanding of the day-to-day operations of the build and how changing in the systems can promote increased student outcomes. This model is coming from CIP/DIP system that shows students and their families how LWISD is building systems that results in CCMR programs that have real world benefits. We will be focused on creating early and continuous exposure to college for all its students, The TCC will be the model for increasing dual credits and then the staff that return to IHEs for initial undergraduate degree & teaching certification along with the staff member working towards Master's will be asked to present to TAFE club to show our students the value in this career path and that people they know are returning to school in the life-long learning pattern we are promoting for all stakeholders.

**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.

LWISD posted the flier announcing that we were applying for the cycle 3 program. We added information concerning that we have made the commitment to build systems that will allow current staff to grow in their current roles - being certified teacher and/or Masters teachers who can teach dual credit classes. We are looking at having 1 Masters level teachers and 9 paras for our 10 staff who are trained. The staff at LWISD is 12% currently from traditionally underrepresented groups so we need to develop the pool for meeting diversity goals of this grant.

Since Bi-Lingual is a general need for LWISD and people with these language skills tend to increase diversity, we will weight having this language skills in the recruitment process. We have told staff who are fluently bi-lingual that we would like to see them apply to the program and that this skill will be weighted if a lottery is needed to choose people for the program. We will further develop a waste-list of staff who applied but were not selected. These staff members will be asked to take more campus leadership roles so that if additional resources are found we will have a pool of staff who are already engaging in activities that would lend to their development of increase teaching responsibilities. This will increase the pipeline of current staff who could be trained and will support paras obtaining their Associates degree in education so that they would be in the position to enter the cycle 4 of GYO if funds are available.

The MOU system and the binding of the staff member and LWISD to a more long-term employment relationship will be made clear to the staff before they apply for one of the 10 slots. This will provide the staff with an understanding that if they are trained we are seeking to have a long-term mutually beneficial relationship that will benefit our student and their families. Terada (2019) article established that when long-term staff members are focused on meeting student CCMR goals everyone benefits and student measured outcomes are improved. This is a reason that we will also promote TAFE and the teacher CTE endorsement. If we can have 'kids' obtain their teaching certification and return to Lake Worth we will create the ultimate long-term relationship for our community.

The interview questions are being developed for the two pathways but they will be similar. We will ask - Why do you see this move helping you to better meet our student's needs? Why does going back to school help you meet your life goals? Why should we look at making a 5-year investment in our joint working relationship? Why will this program help you become a better leader for our community? Why do you think this training will help you have better methods of help students understand that they need to own their learning? We are looking at using this program to develop the culture of San Benito to one where graduation from high school is a given and with CCMR everyone understands the benefits of industrial certifications and/or degrees. The goal is to develop students who understand that in the 21st Century that a diploma, a certification, a degree is not the end-point of learning but just the beginning because the need for ongoing life-long learning in one's career field is becoming a must.

**Statutory/Program Requirements**

**PROGRAM REQUIREMENT 4:** Describe how the LEA will support participants and candidates that receive stipends in fulfilling responsibilities, persisting in the program, and excelling in their role. Name specific supports for potential career pathways, resource supports, and personnel supports.

The staff members applying for the para-program will submit their general evaluations and supporting documents that shows their abilities connect with student / families, working with other organizations in Lake Worth, and links to Professional Learning Communities (PCL) that include paras'. There will be weighted factors based on each of these items that the senior leadership will develop to assure that the most qualified teachers become the core for LWISD's 'grow your own' core of teachers. These paras' ability to take IHEs courses will be another factor in the development of the weighted factors. The principal and lead teachers on a campus will be asked to comment on the applications of the people applying for these 8 slots. These paras' will have time to meet with the others in the program so that they can develop methods to support one another in their obtaining degree. We will further have current staff members volunteer to mentor these individuals. We are going to use staff at their current campus (maybe the current teacher that they aid) so that each para has someone who is a teacher to help them. We believe that this will allow the paras' to have connections with both their cohort and people that have the positions that they are training.

For the Bi-Lingual, Special Education, Math, & Science focused program (all high needs hard to staff at LWISD) we will include the paras' and teachers working on Masters in leadership meetings so that they have a 'big picture' point of reference. They will also be invited to the CIP/DIP yearly update committees so that see how the development of these plans drive learning and the development of grant proposals to provide the additional resources needed to extend our ability to meet student / family needs. This additional support will prepare both pathway 1 & 2 staff to be in the position to take more leadership roles at LWISD. The goal is to build our staff to the point where the CIP and DIP are working documents that drive instruction and the allocation of resources in a manner that best met community and student/family needs. This will allow us to build a sustainable system that will meet the pipeline goals of this grant.

The TAFE program and the active recruiting of our graduates will allow LWISD to have staff that our from Lake Worth community. The retaining of these community-teachers/staff is higher and will build a system of supports that will promote our students not just being CCMR but obtaining their degree and/or industry certification to promote real life success. This is because we will raising the expectations for all our students in a manner that is community based. The culture of Lake Worth community will be changed in a manner that promotes ongoing life-learning in manner that increases one's ability to improve knowledge of one's career. This will be for the our students that become teachers but will spread to other career choices because obtaining ongoing education and development in ones field will become part of the culture of our community.

**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 MOU is in the form of promissory note that they agree to refund LWISD the funds given to them to obtain their Bachler's if they choose to leave before the three-year period. This is being done so that LWISD would have funds to fund other staff members' Bachler's so that the goals of the grant are met. This will also be done if a person does not complete their Bachler's in the agreed upon time frame. A similar agreement will be done with the para-staff (paraprofessional) who obtain their undergraduate degree.

The para-agreement will have a further requirement that the staff members obtain passing scores on the state required certifications to obtain their initial teaching credentials. If any para-staff have troubles passing all items LWISD will create a support team of currently certified staff and/or administrators who have passed the certification area. This will provide these staff with a support group who is their to support them and tell them who they passed the state testing. We will include the IHEs in similar manner to use their systems of supports to allow LWSD staff to have effective study-groups to obtain their degrees.

We assume that all staff who are in this program will become campus/district leaders and will show them how to assess student learning in manner that supports our CIP/DIP planning efforts. The goal will be to have these staff become a bridge to increase all staff members understanding of TEKS sub-group learning rates in the overall student outcomes of the state testing with the goal of increasing all students measured performance.

**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="1"/>	X \$5,500 =	<input type="text" value="5,500"/>
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="1"/>	X \$8,000 =	<input type="text" value="8,000"/>
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" value="1"/>	X \$10,000 =	<input type="text" value="10,000"/>
<b>Total Request for Pathway 1</b>			<input type="text" value="23,500"/>

**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"/>	X \$5,500 =	<input type="text"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="9"/>	X \$13,000 =	<input type="text" value="117,000"/>
Request for Pathway 2			<input type="text" value="117,000"/>
Request for Pathway 1			<input type="text" value="23,500"/>
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<input type="text" value="140,500"/>

**PATHWAY THREE**

Check this box if you are applying for Pathway 3

Number of Pathway 3(a) candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of Pathway 3(b) candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
<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 Masters teacher & 9 paras (paraprofessionals)	87,000
Stipends for LWISD staff who mentor the paras	9,000
Sub-pay to allow for joint planning periods and group meetings	3,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Mentoring staff and straining/support programs	10,000
GYO support services for special populatin students	5,000

**SUPPLIES AND MATERIALS (6300)**

Materials for implementation of TAFE to promote more LWISD students enrolling for endorsement	3,500
General materials for instruction and meeting IHE program items	3,500
CTE Endorsement materials	3,000
Materials for staff to finish degree programs	2,045

**OTHER OPERATING COSTS (6400)**

Travel to TAFE conference	4,000
Other costs for additional staff development	2,500

Total Direct Costs 132,545

Indirect Costs 7,955

**TOTAL AMOUNT REQUESTED** 140,500

Total Direct Costs plus Indirect Costs

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

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

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

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

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

LWISD is forming TAFE and CTE Education Endorsement that will give our students considering the teaching endorsement the opportunity to work with other students in tutoring roles, to hear from experiences as 'teachers' learning what it takes to work in schools in this role. Also, we are providing overviews of coaching, counseling, special education, gifted, administration, bilingual, library science, building operations, etc. TAFE encourages students to learn about careers in education and assists them in exploring the teaching profession while promoting service and leadership skill necessary for becoming effective teachers. We will use the seven TAFE goals/project areas to promote teaching as a CTE profession-Teaching/Classroom Participation Projects, Participation Projects, Recreational Projects, Teacher Appreciation Projects, Fund Raising Projects, Leadership Projects, Educational Awareness Projects, and Service Projects. TRAFLES is the framework TAFE uses to insure every Chapter has a well-rounded, successful program for future educators.

- Teaching/Training: Tutor and become a positive influence to younger children.
- Recreation: Have fun with others who have similar career goals and make lifelong friends.
- Appreciation: Join in teacher appreciation activities to make a difference.
- Fundraising: Work together with your peers to raise funds to support the projects in which the local organization participates.
- Leadership: Develop leadership characteristics.
- Educational Awareness: Learn about educational issues and/or methodologies.
- Service: Connect with the community by addressing the needs of others.

All of these project areas are designed to increase students understanding of what it is like to be a teacher and the various positions that they can have at a school. The TAFE convention is another way of exposing our LWISD students to the greater roles that can be done within an ISD. We are going to use the funding of this grant to develop the required CTE Endorsement courses to allow our students to enter college with hours towards their teaching degree and understanding of the state certification process. This will allow us to develop the pipeline of students considering returning to be staff thus meeting the goal of moving our staff demographics to better match our student demographics. Additionally, this will allow us to create a system to have staff who have strong

connections to our community.

Our students' exploration of this CCMR field will broaden their thinking about the jobs that one can have at a school. This will allow LWISD students to keep their options open and "learning" transferable life skills with the goal of having post-secondary career success. We are providing students with the understanding of the role of "back-room" staff in the day-to-day operations of schools. We will show them what the CFO does in terms of accounting, budgeting, working with other senior school leaders to set the long-term goals for ISDs and how to 'pay for' the program. Similarly, we will show them how the Head of Operations manages the maintenance and cleaning staff so that the school is in working order. Other non-teaching roles such as Head of Food Service, Director of Technology, School Information Director, etc. will be given as examples of critical roles in the day-to-day operations of larger district that might be in an area that they would want a career. This will allow us to expand the pipeline to more than just aide, teacher, principle, etc. to all the roles that make up a school district like LWISD.

This greater understanding of all the roles of ISD will give students a reason to become a certified teachers because they want to be a counselor, a diagnostician, a physical therapist, etc. and having a teaching background is required to move into these other 'career paths'. This will establish that working at larger ISDs has many roles that our from a number of CTE areas.

This total 'school business' approach will provide students with a greater understanding of how they can have a school-career even if they do not want to teach. By having the larger view of the various roles, even in small school school districts around us the students will understand the range of duties that are required to have effective school that meets students needs. Thus we will increase the students that we can recruit in terms of having more CCMR-base pathways that are seen as part of 'doing school'. We are looking at expanding the type and number of students to have experience with the initial high-school-level education courses by taking this view of roles. An example of this would be a student who wants to use-their-hands in their career like a plumber. This would not normally be considered a school-job we have a maintenance department with plumbers along with other building trades. We will develop units that show how these roles are needed in a school setting and with CTE Endorsement programs we have 'teachers' who have these industrial certifications and teach these skills to their students. We will be able to use the development of this GYO program to look at creating the CTE skilled trade teachers that is an overlooked need for instruction.

The campus leadership team will support this wide-range of viewing who should be a teacher so that we can have several pipelines to produce both degreed and industry certified students. This will allow us to meet the full range of CCMR goals of our students. This will allow our staff to have new ways to meet the life goals of our student regardless of if they see themselves as current 'college material' because we will develop a world-view that shows how having industrial certification can lead to teaching role when CTE endorsement needs for instructors is included in the mix. This will expand the number of and type of students that we can have entering the program because when the 8 grade Personal Graduation Plan (PGP) is developed we can show students how a trade can be seen as leading into a teaching career if they would like to become a CTE teacher. This PGP plan development will expand the thinking of student/parents to include more reasons to obtain dual credits in areas that allow them to receive these industrial certifications.



**(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

As part of the district's CIP/DIP planning process is focused on creating early and continuous exposure to college/endorsements for all its students, LWISD has academic partnership and educational opportunity for students - Tarrant County College (TCC) see MOUs for agreement to 2021 and how student can receive these credit. The credits are transferable to colleges and university across the state, and courses offered include the arts, biology, communication, psychology, math, history, English, political science, and Spanish. Students may still have the opportunity to participate in extracurricular activities. We will use the forming of the TAFE program to move some of these students to obtaining teaching certifications in this IHE pathway. Our partnership with TCC will be used as a model for expanding the IHEs connections if we find this is needed to meet the goals of this grant but this system is providing our students with dual credits over a range of filed.

LWISD is using these plans and the development of teaching focused endorsement pathways to engage students in CCMR (College Career Military Readiness) in a systematic way that allows career exploration along with teaching the teaching endorsement classes. We are building on current IHE relationships by determining if any other MOUs with other IHEs and/or other associations are needed to allow for more students to obtain dual credits in a manner to align with their PGP. We are looking to have multi-pathways to work at ISD to expand PGP dual credits considerations giving our students more reasons to obtain college credits. This will show all of our students that they can 'do' college level work and help us build a college-going culture for our community. This will allow all our students to develop life-long learning skills that will be required in the new gig-economy where more than 70% of the jobs that they will be earning a living have yet to be created (Crane, 2011). These jobs will require ongoing CCMR development beyond current industry certification and/or degrees. The "growing our own" goals will be met by this reframing of what educations means in this changing world.

LWISD is using the current partnership (see MOUs) as the framework for our students' obtaining dual credit / CTE Endorsements. Upon notification of award our CTE staff will focused with the counselors and central office staff to build other course pathways that promote the goals of this grant. This will allow over the summer of 2020 the development of other dual credit courses. In the 2020/21 school year these additional dual credit systems will be piloted to assure that industry certifications / endorsements are met and that credit for awarding degrees will be met and that we are recruiting enough students to the program for it to be viable. Last, we will develop family training systems so that the parents of these students know how to support their children in a manner that allows success and the parents to assume the role of 'first teacher' (Urban Child In Institute, 2016).

We will include the development of this GYO cycle 3 program in the ongoing CIP/DIP plans. This will provide a framing of the additional methods we are seeking to provide students with dual credit options. The current IHE MOUs are attached and will provide the framework for seek more relationships. The TCC meets current dual credit needs of our students and with the reframing of the various jobs at ISD will allow our staff to increase the rationale for students obtaining a greater range of these dual credits increase the CCMR pathways for all students.

## 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

The staff members applying for the para-program will submit their general evaluations and supporting documents that shows their abilities connect with student / families, working with other organizations and links to Professional Learning Communities (PCL) that include paras'. There will be weighted factors based on each of these items that the senior leadership will develop to assure that the most qualified teachers become the core for LWISD's 'grow your own' core of teachers. These paras' ability to take IHEs courses will be another factor in the development of the weighted factors. The principal and lead teachers on a campus will be asked to comment on the applications of the people applying for these 9 slots.

With LWISD being 80.5% non-White students (but 78% of our current teachers being white), preference will be given to minority applicants so that our students have role models that 'look like them' to promote more of our students to obtain dual credits, have front-line instructional staff that students know as 'teaching aides' obtaining certification, and providing role models as why considering teaching as professional is a viable CCMR choice. Teachers in the STEM areas and Special Education will be preferred but our goal is to have at least one staff member with a content area Master's in one major subject areas so that we will have the ability to provide a wider range of dual credit classes. This staff member will further serve as a role model for the paras obtaining their initial certification and undergraduate degree as what they can do if they continue their education. We will give preference to paras with 3-5 years of experience in the classroom and/or bi-lingual. We will assess their impact on their current students from surveying the teacher that they assist. This will allow us to determine the staff who are most likely to have teaching success in their own classroom. Because these people already have a connection to LWISD and can be expected to stay in our community, this system will allow us to build the strength of our instructional staff while presenting methods to promote the LWISD student-teacher-pipeline because our students will have examples of people who became professionals.

The MOU will contain language that describes how the staff member agrees to work for LWISD for at least 3 years after completing the Bachelor's program and will work with the various student and other LWISD groups to show their commitment to become certified teachers. The MOU is in the form of promissory note that they agree to refund LWISD the funds given to them to obtain their Bachelor's if they choose to leave before the three-year period. This is being done so that LWISD would have funds to fund other staff members' Bachelor's so that the goals of the grant are met. This will also be done if a person does not complete their Bachelor's in the agreed upon time-frame.

The paras will be included in campus leadership meeting and have a mentor-teacher who works in the area that they wish to be certified. They will be given a 1-year internship instead of having to student-teach so that they do not lose 6-month of salary which would greatly limit the number who would finish the program.

