



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation **General Appropriations Act, Rider 41, 85th 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 **Pathway 1 and 2: January 1, 2019 - May 31, 2021**  
**Pathway 3 : January 1, 2019 - June 30, 2020**

Pre-award costs are not permitted.

**Required Attachments**

Pathway specific attachment

**Amendment Number**

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

**Applicant Information**

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

**Certification and Incorporation**

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

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

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

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

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

**Shared Services Arrangements**

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

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

**Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
Provide support and incentive to competent paraprofessionals and degreed substitutes to become certified teacher in critical shortage areas.	CBISD will identify educational paras, substitutes, and Bachelor candidates currently in the district, showing a desire and have exhibited the potential to become a quality teacher. Candidates will agree to become part of the CBISD supported cohort to obtain a teaching credential and commit to hire in the district.
Support growth in student enrollment in the CTE Education and Training cluster program to provide a future pool of local teacher candidates.	CBISD will expand the Education and Training program to include Instructional Practices and Practicum in Education and Training and expand membership in the TAFE organization.
Create a pool of candidates for teaching in CBISD with the establishment of pathways for qualified local Education and Training program students and candidates with college hours to become certified.	Establish district criteria and a "Proclamation of Hire" upon successful graduation/completion from a teacher certification program for candidates from the Grow Your Own cohort.

**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.

100% of the selected candidates in the cohort group from the Grow Your Own (GYO) Pathway 2 program will have completed degrees or certification requirements by June 2021.

**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

In February 2019, selected candidates for the GYO Pathway 2 will meet with district officials to:

- \* Be officially accepted into the program,
- \* Review required elements,
- \* Select a program to complete a degree or certification requirements and outline steps to take to enroll,
- \* Sign a MOU establishing requirements,

By the end of the spring semester, candidates will meet with district officials to:

- \* Show proof of enrollment process or acceptance into a certification program

In July 2019 candidates will meet with district officials to:

- \* Review and submit proof of enrollment, coursework, tests or other actions completed, establish fall cohort meeting dates.

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

In January 2020, candidates in the GYO Pathway 2 will meet with district officials to:

- \* Review and submit proof of successful coursework or progress toward degree or certification,
- \* Provide verification of enrollment for next semester of their program,
- \* Receive assistance needed or set up scheduled meetings to ensure progress,
- \* Establish spring cohort group dates.

**Third-Quarter Benchmark**

In August 2020, candidates in the GYO Pathway 2 will meet with district officials to:

- \* Review and submit proof of successful coursework or progress toward degree or certification,
- \* Provide verification of enrollment for next semester of their program,
- \* Receive assistance needed or set up scheduled meetings to ensure progress,
- \* Establish spring cohort group dates.

**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.

District officials will use the information from the cohort meeting and the outlined individual meetings to determine if candidates are in need of additional assistance. The district is committed to helping each candidate to be successful and will provide ongoing support throughout the program to allow success to occur.

\*District officials will review degree plan and transcripts after each semester to ensure compliance with the terms of MOU for the GYO Pathway 2 program. Candidates will be provided individual assistance to meet expectations. Candidates will have additional check-up meeting scheduled each month to verify progress.

\*District officials will conduct a mid-point evaluation with each candidate to ensure they are meeting program time lines and are on track to complete their program by the deadline. Candidates will be provided additional counseling and planning assistance with district officials to meet the expectations.

\*Candidates will work with an assigned teacher mentor from either the district or from the program the candidate selected. District officials will check monthly to ensure candidates are meeting teacher mentor expectations. Meetings will be held to counsel and assist candidates to meet expectations.

\*District officials will allow GYO candidates to attend staff development activities related to their coursework.

\*District officials will provide assistance with preparation for applicable TEXES examinations.

**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 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - Participants and candidates will commit with an MOU to remain in the 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 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - 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.

**PATHWAY 1- The applicant assures the following:**

- Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 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 2019-2021 Grow Your Own Grant Program, Cycle 2 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.

**PATHWAY 2- The applicant assures the following:**

- The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 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.

**PATHWAY 3- The applicant assures the following:**

- The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- 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 the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- 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.



**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

The selected teacher for the Education and Training Program (ETP) courses will have:

- \* A Master's degree,
- \* A record of proficient and above ratings on TTESS assessments prior to the grant implementation,
- \* A record of involvement with student organizations and programs over the past years,
- \* Evidence of strong student-teacher relationships,
- \* Evidence of being accepting and encouraging of diverse student population involvement,
- \* Documentation of strong colleague support and respect,

The selected ETP teacher will be required to:

- \* Sign a MOU agreement to remain in the district for one year after the grant stipend ends,
- \* Sponsor a TAFE chapter,
- \* Grow enrollment in the TAFE chapter each year,
- \* Be an ambassador for the ETP cluster program,
- \* Attend training to fulfill the grant obligations.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

The paras, substitutes and Bachelor level employees selected to participate in the Grow Your Own Pathway 2 grant will meet the following criteria:

- \*Currently work in the district full time, part time, or as a substitute.
- \*Complete an application for consideration and include a resume or history of educational related work experiences.
- \*Must provide evidence of the ability to be persistent through: extra curricular activities, work history, evidence from work in the district or college achievements.
- \*Have evidence of college hours that can be transferred to a bachelor program for teacher certification OR hold a Bachelors degree and are eligible to enroll in an ACP program to become a certified teacher.
- \*Must be recommended by their current campus supervisor and endorsed by a teacher on the campus where they currently work.
- \*Must be observed by the campus supervisor in the capacity of teaching and are rated satisfactory or above by the supervisor.
- \*Are willing to submit required items to district administration in a timely manner.
- \*Will participate in training, meetings and other required activities as prescribed by district administration.
- \*Will sign a MOU agreement to complete the education program within timelines and teach in the district for a year after grant funding ends.

Preference will be given to candidates willing to be certified in areas of high need.

Support for the candidates will include:

- \*District administration will assist candidates in selection of a program and submission of requirements to get enrolled in an ACP program or a bachelors program to obtain teacher certification.
- \*District administration will set meetings to individually coach and ensure candidates are enrolling in correct courses to complete on time or are completing requirements for ACP programs.
- \*District will meet monthly with mentor teachers/supervisors to ensure candidates are performing satisfactorily in the classrooms.
- \*District will schedule and host cohort meeting times with the candidates to meet together to work on projects, study or provide encouragement.
- \*District will meet to verify after each semester that the candidates are meeting the college requirements to become certified.
- \*District will provide assistance to candidates to prepare for TEXES examinations.

**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 2019-2021 Grow Your Own Grant Program, Cycle 2 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 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 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 high schools with existing Education and Training courses in 2018-2019	<input type="text" value="1"/>	X \$6,000 =	<input type="text" value="6,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text"/>	X \$9,000 =	<input type="text"/>
<b>Total Request for Pathway 1</b>			<input type="text" value="11,500"/>

**PATHWAY TWO**

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

Number of candidates pursuing a teacher certification only	<input type="text" value="5"/>	X \$5,500 =	<input type="text" value="27,500"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="5"/>	X \$11,000 =	<input type="text" value="55,000"/>
			Request for Pathway 2 <input type="text" value="82,500"/>
			Request for Pathway 1 <input type="text" value="11,500"/>
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<input type="text" value="94,000"/>

**PATHWAY THREE**

Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of 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.

<b>PAYROLL COSTS (6100)</b>	<b>BUDGET</b>
Substitutes for observation or training times	500
Stipend for ETP teacher	5,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>PROFESSIONAL AND CONTRACTED SERVICES (6200)</b>	<b>BUDGET</b>
Training	1,500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>SUPPLIES AND MATERIALS (6300)</b>	<b>BUDGET</b>
Test prep Materials	2,500
Student ETP Materials	2,500
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>OTHER OPERATING COSTS (6400)</b>	<b>BUDGET</b>
Tuition costs Bachelor's (5x10,500)	52,500
Student travel costs for TAFE or FCCLA	4,000
Travel to training	1,000
ACP program tuition (5x5000)	25,000

Total Direct Costs

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

**Indirect Costs**

**TOTAL AMOUNT REQUESTED**

Total Direct Costs plus Indirect Costs



**Grow Your Own Grant  
Pathways 1 and 2 Grow Your Own Program Attachment**

**Pathway 1: Teacher Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- € This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- € The plan must include strategies to increase enrollment in each course each year.
- € The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

The Education and Training Program (ETP) courses offered in the Education and Training CTE cluster at Columbia High School follows the following coherent sequence of courses:

1. Professional Communications
2. BIM
3. Principles of Education and Training
4. Human Growth and Development
5. Instructional Practices
6. Practicum in Education and Training
7. Extended Practicum in Education and Training

The program will consist of one Education and Training Program teacher who will receive the stipend. This currently is the second year of the designated ETP teacher in this position. She has taught in CBISD for 23 years at the high school. The ETP teacher holds a Master's Degree in Educational Administration. She is currently the sponsor for the CHS Student Mentoring Program, Student Council, and TAFE. She was recognized at the CHS Teacher of the Year in 2016-17. Her TTESS evaluations show rankings of Proficient and above. The student organizations she is involved with have a diverse student group which mirrors the district levels of diversity.

**Implementation plan:**

**Career Development/Counseling**

Students at the junior high school begin career counseling in the 7<sup>th</sup> grade. A leadership elective course is also available for junior high school students. Career preparation courses, as well as the leadership course, focus on and prepare students for making career decisions. Students investigate various careers and are required to discover data such as educational requirements, average salary, job demand, and technical skills. Career inventories are given to connect student interest to career choices. Industry professionals are brought to inform students of career and to provide first-hand knowledge of the careers. Career fairs take place twice a year, once on the junior high campus and once at Brazosport College to allow students to explore professions and provide insight into the educational requirements of career. In 8<sup>th</sup> grade, in conjunction with Columbia High School counselors and parents, career plans are developed to identify focused career areas of study. These 4 year plans identify a coherent sequence of courses as well as an endorsement area to prepare the student for college and career readiness. Once in high school, 4 year plans are reviewed on an annual basis. Data is also used in enrolled courses to ensure that students are taking courses that coincide with strengths and career interests.

## **TAFE/FCCLA**

CHS currently has chapters of both TAFE and FCCLA. The FCCLA student organization has been around for many years and is robust and active in campus student life and in career and community participation. The CHS chapter of TAFE was implemented in the 2017-18 school year. Grant support will help to grow the chapter and allow for more student involvement outside of the campus. Basic support opportunities are provided by classroom teachers, administrators and counselors. Additional support opportunities are provided by CHS student mentors.

## **Establishment of program**

Columbia High School started the Education and Training Leadership course in 2016. At this time, students were allowed to take courses in Principles and Human Growth. The program was linked to our Peer Assisted Leadership program (PALs) which had been in existence for multiple years. The PALs students were selected through a rigorous process such as performance, recommendations, community activity, etc. Students were asked to mentor students at all five campuses in the district. Sometimes, students were ill-prepared to meet expectations simply from lack of training and experience. A guiding thought behind the creation of the education and leadership courses was to provide students with knowledge and skills to help them in the mentoring program. In addition, many CHS PALs have returned to CBISD as classroom teachers. Our goal is to improve upon a program that has shown proof of benefiting current students and provides opportunities to "grow our own" into our future teachers. In 2017-18, the coherent sequence of courses for the Education and Training Program was added to the high school curriculum as a CTE cluster. There are currently six classes in the cluster being offered now.

## **Growth of the Program**

Students in the program this year will be encouraged to continue with the continuum of classes. Starting in 2020, CHS student mentors must have taken Principles of Education and Human Growth in order to be considered for the mentoring and practicum program. Changes have been made to accommodate the time needed for these courses. This year, CHS changed to a modified 8 period day. Students attend 7 periods a day, with one course occurring every other day. To meet time requirements for the new ETP program courses, the alternating course is 90 minutes. Plans for instructional practices and practicum would double block these classes allowing 90 minutes per day. This would allow ample time for instruction, enrichment and work-based instruction.

## **Increase Enrollment**

Plans are underway to start advertising in our elementary schools in 6<sup>th</sup> grade during their career awareness programs and meetings. Our student mentoring program has been extremely beneficial and popular in the district for many years. Most students that enter the program at CHS either had PAL in the elementary or junior high years. With this in mind, advertising would begin early with conversations about what it means and takes to be a student mentor and the potential it has for a career in the educational profession. Further connections can be made in junior high during the career exploration and planning stages. TAFE and FCCLA will be asked to do enrichment visits as well as participate in parent nights to bring awareness to the ETP cluster and their respective organizations.

## **Field Supervisors**

Identifying field supervisors for students in the practicum sessions will start at the end of this year. Staff will be surveyed for interest in mentoring students and Teacher of the Year candidates will be encouraged to become field supervisors. Interested teachers will be reviewed with campus administration for endorsement and will be submitted to the ETP teacher for best placement options. At the beginning of the year, field supervisor teacher schedules will be checked for matches with student ETP candidate availability. A general meeting will be held with selected field supervisor teachers at the beginning of the year to outline expectations and requirements of the program. The field supervisor teachers will be provided tools to communicate with the ETP teacher on student performance. A midyear meeting will be set to review needs

and adjustments. Field supervisor teachers will be permitted to meet during the school day and will be provided coverage for their classes for meetings. Students experiencing difficulties will have 1:1 meeting with the ETP teacher and an administrator to review experiences and concerns. Additional support will be provided to the student through the ETP teacher. Criteria will be developed to consider reassignment if there are difficulties. The district is considering an incentive for field supervisors to encourage successful supervisors to return to the program in following years.

**Measurable Progress**

Student progress will be measured through progress reporting, checklists and grades. Included in the growth process will be rubrics (similar to TTESS) to evaluate student's teaching proficiency. Coaching will be a component of the evaluation and will consider skills such as collaboration, persistence and willingness to learn. Students will develop growth goals and provide evidence of achievement. Students in need of assistance will be provided additional coaching, 1:1 meetings, and consideration for change in field supervisors if needed.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- € The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- € The plan must include marketing and recruitment strategies to increase student interest and persistence.
- € The plan must also include 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.

### **Student Recruitment**

All CHS students will be encouraged to consider and would be eligible to participate in the Education and Training program cluster. All students will be able to join the FCCLA and TAFE organizations. Students admitted into the program will be subject to prerequisite requirements and must be in good standing for enrollment in the upper level courses in the program, specifically, Instructional Practices and Practicum in Education and Training. Criteria included in the requirements are: student must meet district and state compulsory attendance requirements, must be passing all classes, and may have only minimal discipline referrals. Students will then go through an interview process to determine their level of interest and commitment. Guest speakers will be brought in to explain the purpose of mentoring as well as expectations of program and end goals. Students will be able to meet with counselors and ETP teacher to determine if the courses and additional requirements of the program is a fit with their goals.

### **Marketing, Interest and Persistence**

Career fairs, guest speakers, interest inventories, and career exploration will occur with a focus on needs in CBISD and the pathways to achieving a career as a teacher/educator. Program pathways, course requirements, and college preparation will be emphasized in 4 year planning meetings. Plans will be updated yearly for changes. Current student mentors will discuss the mentoring program, expected outcomes, and personal requirements to be a mentor. However, the most successful marketing tool to increase student interest and persistence, is the current mentoring (PALs) program. Many students currently in the ETP cluster were mentored in the PALs program in elementary or junior high school and have grown up with the idea in mind of “paying it forward”. Interest in this program continues to be strong and obtaining a position in a mentoring type program is considered prestigious and is very competitive. Moving this program into the ETP cluster will enhance the ability of the students and increase their desire to make this a career. The ETP courses: Instructional Practices and Practicum in Education, would continue this type of process, however, the addition of the prerequisite classes in the ETP cluster should help the students be more confident, prepared, and persistent with working with students in the classrooms. The additional coaching provided through the classes and the teacher supervisor are key features to providing a stronger background and confidence which then builds interest and persistence. The 6<sup>th</sup> grade students will be made aware of the cluster and the potential to build toward a future career. Junior high school students will be exposed during either leadership courses or during career investigation sessions. Information will be provided to parents about student course and path planning during career investigations activities on campuses.

### **LEA Leadership**

The LEA goal is to enhance the success of the certification program and to promote the return of successful completers of the ETP pathway to the district as teachers. The district will promote the program in public meetings such as local Rotary, Educational Foundation, Heritage Society, Chamber of Commerce, Student Council, Community College Partnership, and other local outreach meetings. The program will have focused attention from the Board of Trustees with participants being recognized at a public meeting and the progress of the program will be reported to the board each quarter. Discussions for a “Declaration for Future Employment” is being investigated and other incentives such a scholarship for successful completers during their student teaching year with a promissory employment offer upon culmination of their degree is being considered.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): 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 include 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.
- € The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- € All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

NA



**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** (required only if applying for Pathway 2 funds in addition to Pathway 1)

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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**Question 4: 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.
- € The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

**Training, Support and Certification**

The district has had a connection to the iTeach Texas alternative certification program for a number of years with other successful candidates from our district in the program. The candidates selected for the certification path will be encouraged to work with this provider. CBISD is currently in the process of securing a MOU with iTeach Texas to support candidates in the program. For the Bachelor cohort, the district is supporting their choice of program, however, due to the distance of the district from a traditional college, the online university programs are more suitable for candidates to access. To support this, the district will loan candidates a device, if it is needed, to use for the duration of the program and will allow them Wi-Fi access on campuses and at district facilities. Candidates will be given release time during the week to work on classwork and will be able to access district sites over the weekend. If a candidate chooses a traditional university program, the district will work with them to accommodate their work schedules to allow them to attend classes.

CBISD is committed to ensuring the success of the candidates in both the certification program and the Bachelors program and will provide the following ongoing support:

1. A Start-Up Meeting with candidates will be set to discuss grant obligations, requirements, and sign MOU's for the program.
2. HR will assist candidates with application process, securing transcripts and submission process for programs selected.
3. Meeting Verification dates will be established during each quarter for each cohort group to present the list of expected items to bring in to provide evidence of program progression will be checked. If there are any issues, the candidate will schedule a meeting with the Central Office team working with the grant to discuss needs and possible supports or solutions.
4. Cohort Time dates will be established 2 times each quarter to allow the group to discuss how it is going, encourage each other and provide study time. Staff will be released from campus 2 hours early in order to meet.
5. The District will provide study materials and special study sessions for candidates preparing for certification tests throughout the program implementation. Staff will be released from campus for a half day for this.
6. The District will provide release time during the week to go to a site to take the certification test and the District will reimburse for mileage.
7. Central Office Team members will "adopt" a cohort candidate and provide individualized support for them, including campus visits while they are in the program.



# *Columbia-Brazoria* INDEPENDENT SCHOOL DISTRICT

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P.O. Box 158, West Columbia, TX 77486 ★ 979-345-5147 ★ fax 979-345-4890 ★ [www.cbisd.com](http://www.cbisd.com)

October 16, 2018

Dear Grantee Committee:

As a member of the Columbia-Brazoria Independent School District (CBISD) Board of Trustees, I support and endorse the application for the Grow Your Own Grant- Pathway 1 and 2 by our district administration.

The Board of Trustees welcomes the opportunity to grow our own students to become future educators in our community. We supported the addition of the CTE program cluster of Education and Training last year and welcome the chance to enhance its growth into a viable career pathway for our students.

The Board of Trustees also welcomes the opportunity to help our talented paraprofessionals and substitutes to become teachers in our schools. We know the time that they have spent with us learning our curriculum, building relationships with our children and being an asset in the roles they hold now, will help them become strong certified teachers for us.

Thank you for this opportunity to enhance our workforce with this grant. As a small rural district, we often struggle to find new hires. This grant will give us an opportunity to develop a process and program to entice local students back as teachers and to certify staff already doing a great job for us.

Sincerely,

Jonathan Champagne  
President  
CBISD Board of Trustees

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Sincerely,

Wendy Monical  
Member  
CBISD Board of Trustees

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Sincerely,

Matt Damborsky  
Member  
CBISD Board of Trustees

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Sincerely,

Nick Kondra  
Member  
CBISD Board of Trustees

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Sincerely,

Becky Danford

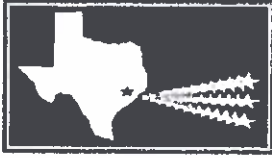
Member

CBISD Board of Trustees

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Sincerely,

Linda Huebner

Member

CBISD Board of Trustees

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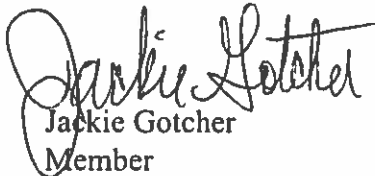
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Sincerely,



Jackie Gotcher  
Member  
CBISD Board of Trustees

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