



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

NOGA ID

Authorizing legislation

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

Document Control Center, Grants Administration Division
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Grant period from

Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

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

Applicant Information

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

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

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
Waxahachie ISD needs to close or eliminate the gap in demographics between the student population and teaching staff; most notably in African Americans, a 7.75% gap, and Hispanics, a 25.98% gap.	More students from underrepresented populations will be recruited into the CTE program of study for Education and Training. Dual credit courses will be added to enhance the profile of this pathway. WISD will transition long-term subs, paras, and educational aids from underrepresented populations into teaching positions.
WISD needs more applicants for the hard-to-staff areas of Special Education and Bilingual.	WISD plans to address this need by providing students in Education and Training Practicum courses with field experiences in either SPED and Bilingual classrooms. Additionally, pathway 2 candidates will be given admission preference when seeking hard-to-staff teacher certifications.
WISD needs more students from underrepresented populations pursuing a teaching career. Education and Training enrollment ranked 11th out of the 14 career clusters offered in 2018-2019.	WISD plans to increase the enrollment of students in courses for the Education and Training program of study by offering dual credit courses aligning with an A.A.T degree at Navarro College and expanding course offerings at our early college high school to include a pathway for education and training.

SMART Goal

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

By the end of the Grow your own Cycle 3 Grant Program period, Waxahachie ISD will have:

1. increased the enrollment in current Education & Training Courses, established an Education & Training pathway at our Early College High School (ECHS), Global High, developed an agreement with an IHE for dual credit and established an ECHS TAFE organization.
2. established a program for moving long-term substitutes, paraprofessionals and educational aids into teaching roles which includes policies designed to close gaps between student enrollment and teacher demographic.

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. WISD will have added a coherent sequence of Education and Training Courses to the Global High Course Catalog.
2. Dual credit eligible Education and Training teachers will have been identified from current staff.
3. Targeted recruitment efforts in the eighth grade classes at all junior high campuses will have been executed.
4. An agreement and memorandum of understanding with an IHE will have been created and signed by all parties.
5. A MOU agreement will have been established for all recipients of funds through the grant program.
6. A MOU agreement will have been established with a partnering Educator Preparation Program (EPP) f
7. Long-term substitutes, paraprofessionals and educational aids, from current staff, will be selected for entry into the Grow Your Own cycle 3 program based on established criteria to include 75 completed college hours, certification field and demographic information relating to closing the gaps in underrepresented teacher populations.

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

1. Each Waxahachie ISD high school will have students enrolled in courses from the Education and Training program of study.
2. The Education and Training program of study will show an enrollment increase.
3. TAFE students will have competed in at least one CTSO event.
4. WISD will offer least one, 3 hours, EDUC dual credit course and have Education and Training Students enrolled.
5. Long-term substitutes, paraprofessionals and educational aids will be enrolled in programs and/or courses aligned with their pursuit of a bachelor's degree and/or teacher certification.
6. All TEA Surveys and reports completed and filed.

Third-Quarter Benchmark

1. The Education and Training program of study will show enrollment increases for both HS campuses.
2. TAFE students from each HS campus will have competed in at least two CTSO events.
3. WISD will offer at least two courses, 6 hours, of EDUC dual credit course and have Education and Training Students enrolled in each.
4. Paraprofessionals and educational aids will continue in courses aligned with their pursuit of a bachelor's degree and teacher certification and have at least 90 credit hours.
5. Long-term substitutes will complete program requirements and move into intern teaching assignments.
6. All TEA Surveys and reports completed and filed.

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.

Waxahachie ISD will use PEIMS course enrollment data, TAFE participation records, dual credit roster reports, IHE transcripts/grade reports and teacher employment records to evaluate and measure progress for Pathway (1). A committee of stakeholders to include district administrative staff, grants manager and campus leadership will meet each semester to evaluate attainment of benchmarks and progress towards meeting SMART goals. This committee will be charged with identifying barriers to obtaining these goals and issuing directives needed for modification and sustainability of the program. Examples of potential modifications include changing of teaching assignments, student recruitment/retention procedures and mandated professional development.

For Pathway (2) WISD will require long-term substitutes, paraprofessionals and educational aids enrolled in the Grow Your Own program to turn in college schedules, grade reports and up-to-date transcripts. This information will be utilized to evaluate attainment of benchmarks and progress towards meeting SMART goals. A committee of stakeholders to include district administrative staff, grants manager and campus leadership will meet each semester to evaluate the progress being made by program participants. In the event program participants fail to meet established benchmarks, the committee may issue directives aimed at ensuring the overall success of the Grow Your Own program.

Examples of potential modifications include establishing program recovery plans for participants, discharging participants and filling open participant slots with qualified candidates having the ability to meet all expectations and timelines of the grant, and providing academic supports to those who struggle, but wish to continue in the program.

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.

A sustainability plan with action steps for the Grow Your Own Grant Program will be divided by pathway.

Pathway (1) has a clear pathway for continuance beyond the timeline of grant funding. Waxahachie High School currently offers a high quality Education and Training program. Expanding the program to add a dual credit component will require futures postings of vacancies for Education and Training teaching positions to include the requirement that applicants to be qualified to teach dual credit courses. Also, after the timeline of grant funding, dual credit Education and Training teachers will be eligible for adjunct pay from our IHE partner. Weighted state CTE funding and Carl Perkins grants fund will be leveraged in the future to support the Education & Training program WHS as well as the newly expansion program at our ECHS, Global High. Once the program is established, district funds will be available for standard program operation. The WISD district basic allotment is \$6,160. Weighted 1.35 funding generates \$138,000 per 100 students. The mandatory direct spending amount equaling 55% easily covers annual teacher's salary and program costs. Perkins funds may be used to further develop high quality CTE programs. The Grow Your Own initiative established with this grant will generate the excitement and program recognition needed to easily generate the student enrollment needed to financially support these programs.

Pathway (2) may be sustained beyond the timeline of grant funding with a variety of approaches. The board of trustees will have the opportunity to set aside funds for our Grow Your Own program post grant funding. Additionally, the WISD Education Foundation will be approached to provide one or multiple scholarships to applicants meeting the criteria needed to close the demographic gaps between teaching staff and student enrollment. Ultimately, the district could continue to strengthen the local educator pipeline by continuing the cohort approach and granting automatic second round interviews to long-term substitutes, paraprofessionals and educational aids completing the Grow Your Own program.

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.

WISD will incorporate a systemic approach to recruit participants/candidates who are interested and eligible in participating in the program and receiving stipends. In September of 2015, the Albert Shanker Institute released a study titled The State of Teacher Diversity in American Education that concluded students benefit from being educated by teachers from a variety of backgrounds, races and ethnic groups.

Recruiting a diverse teaching staff requires intent, a strong work ethic and commitment. In order to recruit diverse participants/candidates who are interested in and eligible to participate in the program and receive stipends in the Grow Your Own program, WISD will incorporate the following action steps:

1. Survey all long term substitutes, paraprofessionals and educational aides to obtain an overview of interest in the targeted population.
2. Hold informational meetings to promote the Grow Your Own Program and establish the benefits of having equitable diversity in the district teaching staff.
3. Identify indicators of success for potential GYO candidates. These indicators will include current educational attainment, past performance evaluations, achievement with student organizations, a willingness to commit long term teaching in our district and status meeting the goal of closing the student/teacher demographic gap.

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

4. Solicit nominations to the GYO program from campus and district leadership.
5. Identify potential teachers who represent the WISD student demographic and/or address local shortages.
6. Reach out to candidates meeting program goals of the grant, possessing indicators of success essential to the program and hold one on one meetings to discuss the GYO program and individual career goals to support them in overcoming bias, self-doubt, and economic barriers to entry into the teaching profession.

WISD will develop a rubric, incorporating the indicators of success, to evaluate and select candidates for entrance into the GYO program.

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.

WISD will equitably select quality, diverse candidates from the pool of eligible candidates for the GYO program. Using researched based best practices, some applicant questions will be locally developed, while others will be pulled from University of Iowa Selection Process published in 2018. Using this study will help mitigate bias in the selection process. The following phase one questions will establish candidate eligibility.

1. Are you currently, 2019-2020 school year, employed as long-term substitute?
2. Do you currently hold a valid bachelor's degree or will you hold a bachelor's degree prior to May 15, 2020?
3. Do your career goals include becoming a full time teacher for Waxahachie ISD?
4. Are you currently enrolled or working with an accredited Educator Preparation Program (EPP)?
5. Are you eligible to enroll in an accredited Educator Preparation Program (EPP)?
6. Are you currently, 2019-2020 School Year, employed as a long-term substitute, paraprofessional or instructional aide?
7. Is the majority of your time is spent assisting certified teachers in instructional activities?
8. Will you have a minimum of 75 college credit hours towards a bachelor's degree on or before May 15, 2020?

Phase two questions will focus on past and potential future achievement.

1. Please describe past experiences showing measurable evidence of student achievement and strong student-educator relationships.
2. Describe your past experiences with student organizations.
3. Please share with us your long term career goals in education

Candidate Scoring Rubric:

10 Points – Positive recommendations from past supervisor(s);

30 Points – meets criteria for program entry as applicable;

- 75 hrs. toward bachelors degree (pathway2),
- Currently holds a bachelor's degree and is pursuing teacher certification only (pathway2),
- Holds a Texas teaching certificate for Education & Training courses (pathway 1),
- Holds a master's degree and is eligible to teach dual credit EDUC courses (pathway 1).

20 Points – Currently employed by the district and has positive past performance evaluations;

40 Points – Represents an underrepresented demographic in the student enrollment/teacher representation gap and/or is seeking certification in a hard-to-staff teaching field.

Total available points: 100

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.

WISD will provide solid support for all GYO program participants. Support mechanisms will be specifically tailored for their respective pathway 1 or 2.

Education and Training teachers will be supported by WISD staff at the department, campus and district levels. Teachers within the CTE department, with an exceptional Career and Technical Student Organization (CTSO), will be assigned as a resource person for sharing best practices in managing a CTSO. A master CTSO advisor will help GYO participants inspire students, develop skills used in events while mastering course TEKS and how to build a program from the ground up, local to national. Secondly, GYO participants for pathway (1) will be aided by an IHE specialist in all aspects of offering dual credit CTE courses. Building a course syllabus, validating rosters, completing grades and utilizing the college student management system are all mandatory components of successful dual credit programs. Our district program access coordinator will support the teacher by aiding in the recruitment of a high achieving diverse student population, developing recruitment materials and providing recognition of students in all available media. The WISD administrator for CTE will support logistics for teaching and maintaining an exceptional CTE program. Developing a program budget, securing teaching and CTSO materials and planning for professional development will all be supported by the CTE Director and administrative staff.

Long-term substitutes, paraprofessionals and educational aids seeking bachelor's degrees and/or teacher certification will be supported by WISD staff at the campus and district levels. GYO participants in pathway (2) will be required to submit progress checks pertaining to their status in the program to the assigned project administrator. These checks will provide opportunities for reflection and progress in meeting program goals and allow for guidance and encouragement to participants to complete the program. Campus leadership will provide a mentor teacher as part of the WISD new teacher preparation program. The mentor teacher provides support for the everyday activities required in teaching. Taking attendance, managing the gradebook, submitting lesson plans and common student supervision are all activities long-time teachers take for granted, but new teachers view as high hurdles.

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

The memorandum of understanding (MOU) between participants of the Grow Your Own (GYO) program and Waxahachie ISD will contain the following elements:

1. Waxahachie ISD agrees to employ and retain GYO program completers in a district teaching role aligned with their Texas educator certification provided they maintain satisfactory performance evaluations and meet terms contained in the standard WISD teacher contract.
2. GYO program participants agree to remain in a teaching position at WISD for a total of three school years.
3. GYO program participants assigned to dual credit Education and Training courses agree to remain in the dual credit assignment at WISD for a total of three school years.
4. GYO program participants agree to complete all reports and documentation requested by TEA.

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" value="2"/>	X \$11,000 =	<input type="text" value="22,000"/>
Number of high schools <u>with</u> existing Education and Training courses in 2019-2020	<input type="text"/>	X \$8,000 =	<input type="text"/>
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="2"/>	X \$10,000 =	<input type="text" value="20,000"/>
Total Request for Pathway 1			<input type="text" value="47,500"/>

PATHWAY TWO

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

Number of Pathway 2(a) candidates pursuing a teacher certification only	<input type="text" value="4"/>	X \$5,500 =	<input type="text" value="22,000"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="3"/>	X \$13,000 =	<input type="text" value="39,000"/>
Request for Pathway 2			<input type="text" value="61,000"/>
Request for Pathway 1			<input type="text" value="47,500"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="108,500"/>

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"/>
Total Request for Pathway 3			<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 teachers of Education and Training courses, but not for dual credit	<input type="text" value="5,000"/>
Stipends for teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="20,000"/>
Reimbursement for Pathway 2(a) candidates pursuing a teacher certification only	<input type="text" value="20,000"/>
Reimbursement for Pathway 2(b) candidates pursuing a bachelor's degree and a teacher certification	<input type="text" value="36,000"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Dual Credit Tuition for WHS students in EDUC 1301 & EDUC 2301	<input type="text" value="6,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Materials high schools offering dual credit Education and Training courses in 2020-2022 (ECHS)	<input type="text" value="11,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Travel to Grow Your Own Program mandatory June Conference led by TEA	<input type="text" value="3,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL AMOUNT REQUESTED

Total Direct Costs plus Indirect Costs

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

**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

WISD evaluated its current status and developed the following plan for implementation, marketing, and growth of the Education and Training courses at each high school.

WISD Education and Training programs will target students ranking in the top 25%, who are TSI complete, and who meeting dual credit eligibility requirements from demographic groups which would close the student enrollment to teacher gap and receiving outstanding character references from current and past educators.

Marketing and recruitment strategies will include developing a "my favorite teacher" recruitment video, social media posts describing the program and benefits of a career teaching, "email blasting" parents and other stakeholders, sending personalized letters to students meeting the target student recruitment criteria, guided tours during open house, setting up an information booth at 8th grade information nights and sending teachers and TAFE students to present and answer question in junior high college and career readiness classes. To increase retention and persistence, Education and Training will be recognized for achievement in the program. Students will be featured in the "Hachie Weekly" video student news cast, publicized in social media posts and acknowledged at an end of the year luncheon for students and mentor teachers.

To increase enrollment in each course each year, WISD counselors will take part in trainings that describe the GYO program, explain the Education and Training program of study, focus on the benefits of earning a bachelor's degree and teaching certification in college, articulates the MOU and written agreements with the partnering IHE for dual credit and communicates the transition from earning an A.A.T as well as the intricacies of transferring those credits into a four-year university education program. Students at our Early College High School will earn an associate's degree prior to graduation.

Students enrolled in the Education & Training program of study will engage in career development and counseling activities by engaging with post-secondary and college bound specialists within the district. Activities will include developing a post-secondary transition plan, college visits and assistance with completing admissions packets. Students will also receive support in researching, completing and submitting financial aid forms and scholarship applications from support staff. Waxahachie High School already possesses an active TAFE student organization. Students compete annually in local, regional and state events. Teachers will work to expand student involvement and engagement in area level contests. Waxahachie Global High, an ECHS, must create from scratch a CTSO aligned with Education and Training. Having a sister chapter at WHS will be a huge benefit. Teachers from each campus will be able to provide support for each other. We have also found in our district, that a healthy competition between CTSO's from each campus creates better organizations at the state and national levels. Waxahachie ISD has experience in building strong CTSO's on multiple campuses. Exceptional TAFE clubs will serve as cornerstones for Education and Training programs at each campus.

Recruitment and selection of highly-qualified, field-site classroom mentor teachers will be based on meaningful criteria points to be evaluated by the Education and Training teachers. Mentor teachers will be required to submit a letter of support from their campus principal, have satisfactory performance evaluations, be able to show evidence of measurable student achievement, demonstrate the ability to develop engaging data driven lesson plans and possess a passion for teaching and mentoring young teachers. Special consideration will be given to placing intern student teachers in field sites containing educators of underrepresented populations and those in hard-to-staff fields.

District and campus based leadership staff will motivate students to enter and persist in the Education and Training using a variety of methods. Administrators will serve as guest speakers, recognize student achievement and encourage participation in dual credit and CTSO participation. Students completing a program of study in Education and Training will be given a certificate guaranteeing an interview upon graduation from college and obtaining a valid Texas teaching certification. A representative from human resources will meet with students to explain importance of this opportunity and the process in which to collect.

(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

Waxahachie ISD has an outstanding, long established partnership with Navarro college and other IHE partners. Navarro College provides the overwhelming majority of dual credit courses for WISD students. The timeline for developing and finalizing the dual credit agreement is January of 2020.

A signed letter of commitment or MOU from IHE partner, Navarro College, agreeing to establish dual credit course offerings that specifically name courses in the Education and Training sequence is included in the application packet.

Course crosswalks for education and training will include:

<u>WISD Course</u>	<u>Service ID</u>	<u>Navarro College Course</u>	<u>College Hours</u>
Instructional Practices	13014400	EDUC 1301 Intro to Teaching	3
Practicum in Ed & Training	13014500	EDUC 2301 Intro to Special Pops	3

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 partnership between Waxahachie ISD and Southwestern Assemblies of God University (SAGU) as the Educator Preparation Program (EPP) will contain components for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers. SAGU as the EPP will administer Texas Higher Education Assessment (THEA) exam, conduct interviews by members of their internal education committee and oversee admittance in the Teacher Education Program. WISD will provide sites for the required field experience hours. SAGU will provide GYO participants with preparation materials and opportunities to practice exams prior to official examination administered by Educational Testing Services (ETS) on behalf of the Texas Education Agency.

The timeline to develop and execute the partnership, such that candidates are able to serve as full-time teachers of record within the timeline of the grant will be February of 2020.

Job-embedded training will occur in terms of GYO participants in the WISD-SAGU EPP partnership enrolling in coursework that integrates direct instruction with hands-on learning experiences in local schools. WISD will allow for reasonable flexibility of training location and schedule. Participants will be given time within the workday to complete field experience requirements for the EPP. GYO cohort members will meet monthly with a district administrator to review progress and network with other participants. Administrative and network support will encourage persistence and sustainability.