



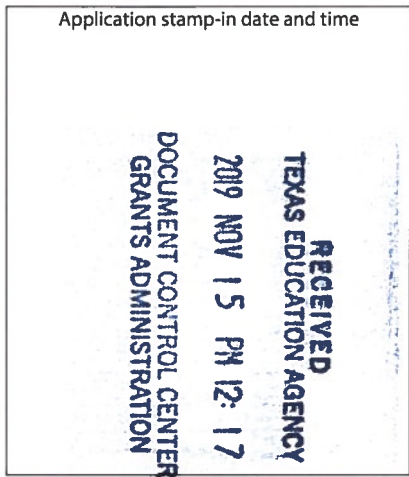
2020-2022 GROW YOUR OWN GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 15, 2019

NOGA ID

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

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

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



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

Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

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

Applicant Information

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

Certification and Incorporation

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

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

- Grant application, guidelines, and instructions
- 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.

2020-020690

701-18-106-047

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
UISD requires highly qualified teachers certified in the areas of: elementary bilingual generalist; secondary science composite; secondary English Language Arts/Reading; secondary Special Education generalist with content area; ESL/bilingual for Special Education.	United ISD will increase entry of high quality candidates by facilitating Education/Training courses at the high school level addressing high school students' negative perception of the teaching profession. This Grow Your Own project will provide opportunities for productive exposure to the teaching profession early in students' career trajectory and fostering a positive perception of the profession.

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.

United ISD will increase the number of bilingual teacher candidates by addressing recruitment and retention of students to the field. Current TAFE students will help to grow their chapter when they visit their previous middle schools each Spring to recruit 8th graders by sharing their experiences and attracting high achieving students to enroll in these courses. Activities include: engaging/retaining students via cohort design; conferences; creating a TAFE alumni Hall of Fame recognition event in Fall of each year; and TAFE teachers, campus principal, and CTE counselor participation in a TEA-led institution June 8-10, 2020 in Austin. These efforts are relevant as all activities are directly supportive of Education coursework/career pathway, and timely since students will be in the club as they are pursuing their Education CTE goals and curriculum.

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

Late February through end of May, 2020: Grant kickoff by beginning of March, 2020 with TAFE (Texas Association of Future Educators) students visiting all ten middle schools and the Early College High School (Career Day, Open House, etc) for future recruitment and encouraging enrollment into the Education and Training pathways; recognition of TAFE students for recruitment efforts via community service hours, certificates, newsletters, etc. Identify potential TAFE alumni Hall of Famers. Student TAFE members prepare for competitions. Eighth grade students select CTE (Career and Technical Education) endorsements/pathways for their upcoming 9th grade year.

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

June through end of August, 2020: TAFE teachers, campus principal, and CTE counselor participate in TEA-led Institution June 8-10, 2020 in Austin. Qualifying student TAFE members prepare for and attend competitions. High school students enroll in and begin classes. TAFE student officers plan upcoming CTSO activities.

Third-Quarter Benchmark

September through end of November, 2020: TAFE student attendance at institute of higher education conference to foster retention and build leadership skills. Maintain or increase percentage of Education program students active in TAFE as compared to baseline 2019-2020 school year.

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.

UISD is a data-driven district, and this standard will be in place for the Grow Your Own project. Project evaluation data including student attendance and participation, teacher's pass/fail ratios, club activities, etc. will be used to monitor program functioning on an ongoing basis. All program activities will be continuously monitored by the CTE Department and campus administration. This will allow for any issues that arise to be addressed immediately, with best practices and lessons learned shared between the campuses and the CTE Department. Any unmet benchmarks or summative SMART goals that do not show progress will be analyzed for root cause issues and addressed with an innovative, specific plan collaboratively developed. It is anticipated that CTE will use evaluation data to solicit feedback from the TAFE teachers and campus administrators during planned district professional development events, and will modify the program as needed to ensure efficacy and sustainability.

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.

UISD's Grow Your Own project is anticipated to result in a high-quality Education and Training program that will be maintained beyond the timeline of the grant funding. From its inception, the Grow Your Own project will have ongoing sustainability as it operates in conjunction with the existing Education and Training Pathways in all UISD High Schools. As such, the district has a demonstrated ability to leverage and coordinate resources that increase our capacity to strengthen the local educator pipeline and make progress on sustainability. The UISD Human Resources Department is continuously monitoring the campus need for specific teacher credentials, and continuously seeks Special Education and Bilingually certified teachers in particular content areas and forecast futures needs based on enrollment, staffing trends, teacher retirement, and teacher shortages in traditionally hard to staff areas. The district continues to meet student needs based on the synergistic coordination of local, state and/or federal resources.

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.

Existing Teachers/Current Employees:
All UISD TAFE teachers have been in their position for multiple years and none are scheduled to retire during the grant period or immediately thereafter. All teachers are representative of the LEA student population, of which 98.8% are Hispanic. All TAFE teachers were surveyed prior to grant program development, and all are interested and eligible to participate in the program and conference, and to receive stipends.

Students:
All UISD TAFE teachers have worked diligently for many years to nurture this pathway as a means for students to achieve academic success and gain work-based learning that enables workforce-ready entry into the school system. Research-based best practices in equitable recruitment begin with recognition of the relationship between vocational education and dropping out of high school. Agodini and Deke (2004) argue that vocational education may reduce dropping out among students not expected to go to college or students with low academic achievement as vocational education may be more relevant and engaging than academic subjects. Vocational education students have been shown to have a lower drop out rate (16% as compared to 19%), perhaps due to more relevant and engaging vocational coursework.

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

TAFE teachers work to identify and recruit students based on 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, and having positive relations with teachers and their peers. It is anticipated that the addition of the Grow Your Own project will be an attractive selling point to gain and hold student interest in the teaching profession.

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.

All USD TAFE teachers have been in their position for multiple years and none are scheduled to retire during the grant period. All TAFE teachers are representative of the LEA student population, of which 98.8% are Hispanic. All TAFE teachers were surveyed prior to the Grow Your Own grant project development, and all are interested and committed to participate in the project and required conference. As such, all TAFE teachers are eligible to receive stipends.

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.

UISD will support participants that receive stipends (the UISD TAFE teachers) in fulfilling responsibilities, persisting in the program, and excelling in their role through the ongoing efforts and involvement of the CTE Department. CTE will oversee the project at the district level with a shared vision that meets the SMART goal of the grant. The specific supports are:

for potential career pathways -

- *increase awareness of the Education and Training Pathways
- *increase awareness and understanding of the district employment incentive
- *active student recruitment at the high school campuses
- *building awareness through student and teacher presentations on the Education and Training pathway at both middle and high school campuses, electronic and physical flyers, and email blasts
- *TAFE students to make brief presentations in their practicum classrooms about the program and the pathway

for resource (program) supports -

- *solidify best practices on the lesson-cycle in order to build strong skills as a foundation for teacher preparation
- *address employability "soft skills" that impact social/emotional learning programs
- *provide work-based learning opportunities via hands-on practicum experience
- *district-wide elementary mini-conference for 3rd-5th grade students
- *provide support to TAFE students for their skill building and portfolio development
- *encourage TAFE graduates to return to the district as substitute teachers or afterschool care providers while they pursue their education degree

for personnel supports -

- *professional development
- *CTE Department administrative support
- *provision of tools and equipment reflective of the workplace
- *conference attendance opportunities

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

N/A at this time

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 X \$5,500 =

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

Number of high schools **with** existing Education and Training courses in 2019-2020 X \$8,000 =

Number of high schools **without** existing Education and Training courses in 2019-2020 X \$10,000 =

Number of high schools offering **dual credit** Education and Training courses in 2020-2022 X \$10,000 =

Total Request for Pathway 1

PATHWAY TWO

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

Number of Pathway 2(a) candidates pursuing a teacher certification only X \$5,500 =

Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification X \$13,000 =

Request for Pathway 2

Request for Pathway 1

Total Combined Request for Pathways 1 & 2

PATHWAY THREE

Check this box if you are applying for Pathway 3

Number of Pathway 3(a) candidates participating in a year-long clinical teaching assignment X \$22,000 =

Number of Pathway 3(b) candidates participating in an intensive pre-training service program X \$5,500 =

Total Request for Pathway 3

Request for Grant Funds

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

PAYROLL COSTS (6100)	BUDGET
Teacher stipend (4 Education CTE Teachers)	20,362
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)	
Travel to June 2020 TEA-led Teacher Institute (4 high schools x 3,000)	12,000
Education Conference for TAFE teachers and students (4 high schools x 5,000)	20,000
<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

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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

Pathway 1: Support for Education and Training Program Implementation

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

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

The 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, Human Growth and Development, and Instructional Practices. Training courses include the following elements:

* 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: TAFE teachers work to identify and recruit students based on 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, and positive relations with teachers and their peers. Our student body is 98.8% Hispanic, and as such students targeted for recruitment will be those who are also Hispanic and bilingual;

* Marketing and recruitment strategies to increase student interest and persistence: Provide active student recruitment at the high school campuses, conduct awareness building efforts through student and teacher presentations on the Education and Training pathway at both middle and high school campuses, and distribute physical/electronic flyers to eighth grade students and email blasts regarding the UISD pathway certificate for preferential employment. Also, TAFE students will make brief presentations in their practicum-classrooms, exposing elementary students to a positive perception of the profession;

* Strategies to increase enrollment in each course each year: Active recruitment will result in increased enrollment in the initial Principals of Education and Training course. During this course students and teachers come together as a true supportive, familial cohort that extends beyond the walls of the classroom lasting for years into their professional life. Through the support of the LEA leadership, the CTE Department, and the TAFE teachers, students are encouraged to remain in the Education and Training Pathway. Students will then be tracked for enrollment into subsequent courses. Campus awareness activities will create outreach to the families and teachers (TAFE students providing day care for Parent Nights, TAFE bulletin boards on campuses, etc.) that will create a positive perception of the profession and greater investment long-term;

*Career development, counseling, and support opportunities for students and the growth of TAFE: Students who complete a Education and Training (E/T) pathway receive a certificate of preferential consideration for future employment with the district. Students showing an interest in Education are guided toward the E/T pathway by the counselors when they select their HB5 endorsements and programs of study. Support opportunities include the development of employability and "soft skills;" work-based learning opportunities via hands-on practicum experience; and a district-wide elementary mini-conference for 3rd-5th grade students, to name a few;

*Growth of TAFE: provide support to TAFE students by building their academic and professional skills, portfolio development, and campus/department/district support of TAFE activities and competitions;

*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: field-site classroom teachers are selected from the respective feeder pattern assigned to the high school. Principals are asked to nominate field-site teachers based on the performance gaps/needs of the campus population (for instance, principals analyze student achievement data to determine areas of need which drive the efforts detailed in their Campus Improvement Plan.) TAFE students are placed on the campus to help remediate the performance gaps, and as such are recipients of real-world benefits. All UISD teachers are certified and highly qualified. TAFE teachers are the liaison between the students and the field-site teachers, meeting on an ongoing basis to analyze, grow, and develop TAFE student's teaching strategies and classroom management; and

*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: UISD leadership provides support to incentivize students to enter the Education and Training pathway. TAFE certificates (earned by UISD TAFE students) afford them a preferential employment incentive. Also, UISD leadership continues to provide recognition and support of all TAFE and CTE programs and students through newsletters, attendance at conferences, and district recognitions. The Career and Technical Education (CTE) Department continues to provide a vibrant support system for the TAFE program. CTE delivers guidance in implementation and program refinement, providing a collaboratively developed shared vision that results in well-prepared TAFE students that are welcomed onto campuses as future educators. The program directly promoted to campus principals and administers ongoing professional development to all CTE teachers, department heads, and district administration utilizing the CTE program leadership model. The TAFE program is well recognized in the district resulting in many of our elementary campuses lining up to be host sites for TAFE students.

(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

Not Applicable (N/A) at this time

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles

(Required only if applying for Pathway 2 funding): EPP and LEA Partnership: Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA. The plan must include:

- An explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers
- A description of the timeline to develop the partnership such that candidates are able to serve as full-time teachers of record within the timeline of the grant
- A description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability

N/A

Shared Services Arrangement (SSA)

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

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

Fiscal Agent	County-District Number
N/A	

Member LEA	County-District Number
N/A	