



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

NOGA ID

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

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

Document Control Center, Grants Administration Division
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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-NABAS

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
Increase the number of highly qualified teachers in the area of bilingual education. Liberty Hill ISD is expanding the Dual Language Program. The program expansion will require the addition of at least 2 certified teachers per year.	Grow Your Own Grant funding will increase the number of "homegrown" qualified bilingual teachers who understand and have experience working in the dual language program.
Increase the number of highly qualified certified teachers due to projected increase in enrollment related to growth in the area. Enrollment has increased 8.2% from the last day of school.	Implementation of the Grow Your Own Grant will create a sustainable pipeline of candidates from within our district. We will specifically recruit in difficult to staff areas such as math, science, special education, and bilingual education
Increase enrollment in Education and Training courses. Enrollment in Year 1 of the program dropped from 36 students in 18-19 to 26 students in 19-20. In 19-20, 33 of 36 students continued to Year 2 of the program.	Recruitment efforts for the Education and Training Program at Liberty Hill High School will be increased. Recruitment efforts will focus on identifying students with interest and the capacity to excel in areas identified as high need to create a sustainable pipeline of future teachers at Liberty Hill ISD.

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.

Liberty Hill ISD is committed to the following goals in order to address the prioritized needs identified during the needs assessment process:
 By the beginning of the 2020-2021 school year, the total enrollment in the Liberty Hill High School Education and Training Courses will increase by 15%, with a continued increase of 10% per year.
 By May 31, 2021, 1 currently employed teacher candidate at Liberty Hill ISD will be certified to fill a high-need teaching vacancy and by 2022, 90% of all Grow Your Own teacher candidates will have completed their degree and certification and committed to three years as a full-time teacher at Liberty Hill ISD.

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

Pathway 1:
 Active student recruitment through informative sessions, programs, fliers, course selection process, and campus events to enroll in the Education Training course sequence.
 Active teacher recruitment and selection through application, interview process, evaluation tools, and walk-through data.
 Pathway 2:
 Establish a partnership with an EPP and/or IHE for candidate certification.
 Active recruitment and selection of 8 candidates based on established priority criteria.
 Candidates attend an Initial cohort meeting where candidates are required to sign program MOU indicating a commitment to remain in Liberty Hill ISD to teach for a minimum of three years.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Pathway 1:

High performing teacher mentors will be selected to mentor Year 3 students. Dedicated time for mentors and teachers to meet and conduct planning/observations will be established.

Student enrollment numbers in the Education and Training Courses will increase by 15%.

Pathway 2:

Selected teacher candidates in Liberty Hill ISD will begin the program to complete their selected degrees and certifications. The teacher cohort will meet monthly to provide ongoing needed support.

Third-Quarter Benchmark

Pathway 1:

Students enrolled in the Liberty Hill ISD Education and Training Courses will compete in at least one TAFE activity and event. The TAFE chapter will assist in recruiting new members and strengthening activities.

High School students currently enrolled in the Education Training Courses will continue the sequence. Enrollment will continue by increase 10% per year.

Pathway 2:

Teacher candidates will continue the program to complete their degrees and certifications with articulated support from the district, the IHE/EPP, mentor teachers and administration. Teacher candidates will be preparing for certification exams.

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.

Pathway 1:

Methods of evaluation include participation and enrollment in education pathway, surveys of participant satisfaction including student's personal goals and graduation plans, program participation in activities and meetings.

Both quantitative data (e.g. attendance at events, enrollment numbers, participation levels, etc), and qualitative data (e.g. surveys, comments, focus group feedback from students) will be generated to create a comprehensive evaluation of the program. Data will be collected by LHISD team members and submitted to the program coordinator.

If benchmarks are not met, the program coordinator and administrative team will review recruitment, enrollment, course structure and instructional methods, and organization of TAFE to design improvements.

Pathway 2:

The Cohort will gather program feedback from the teacher candidates and communicate with campus and district administration to support and implement adjustments as needed.

Each semester, teacher candidates will review their college degree plan with the IHE/EPP and/or the District to ensure they remain on track for targeted completion by the end of the grant period. Degree plans will be modified as needed. If grant participants do not show progress with their degree plans and/or certification exams, adjustments to the grant program will be discussed with the IHE/EPP to determine a plan of action.

A midterm survey will be administered to candidates in order to evaluate benchmark progress/achievement, and identify opportunities to improve the program. If benchmarks are not met, commonalities will be identified among selected participants in order to improve the candidate recruitment and selection process.

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.

Liberty Hill ISD currently has an Education Training program providing coursework through Year 2 of the sequence. Course progression will continue as Year 3 will be added in 20-21, and Year 4 in 21-22. As courses are added to the sequence, a second highly qualified instructor will be selected to teach within the program beginning in 20-21. As the program continues to develop, Liberty Hill ISD will pursue the opportunity for students to earn college credit through dual credit opportunities. The CTE Advisory Board consisting of teachers, counselors, community members, stakeholders, parents, administrators and students will provide ongoing implementation, improvement, and evaluation of the program. The Education Foundation will serve as a resource for the Education Training and Grow Your Own Program beyond the timeline of grant funding. This may include funding for the program and/or scholarships. Counselors will continue to be involved in the recruitment and identification of students who may be candidates for the Education Training course sequence and have a high interest or potential for completion of the course sequence and pursue education as a career. Furthermore, counselors, teachers and team members will work together to assist in the development of information sessions for students, and parents. Liberty Hill ISD will pursue the addition of post-secondary internships, including student-teaching, scholarship opportunities for qualified students who will pursue teaching as their career after high school, and guaranteed interviews for qualified returning students.

Paraprofessionals and instructional aides completing their degrees and certifications and "homegrown" students returning to teach, will be supported in their first three years by a network of support provided by the Liberty Hill ISD New Teacher Induction Program. This will include an assigned campus mentor, campus induction team support, and district level training and support.

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.

In regards to Pathway 1, Liberty Hill ISD currently offers Year 1 and 2 of the Education and Training sequence. The district plan includes the addition of Instructional Practices, and Practicum courses as the sequence progresses through 2022. The funds from this grant will serve to further expand the program by incentivizing teachers to remain in their leadership and teaching roles for a minimum of two years.

The current teacher of record has been carefully selected based on her skill, leadership, and relationship with students and the community. She is a graduate of Liberty Hill High School, and has raised her own children within the community. In addition, she works closely with the CTE Director, counselors, and administrators to continue to enhance the Education and Training program at Liberty Hill High School. Furthermore, she is highly involved in campus organizations, demonstrates high-quality instruction, and has strong relationships with her students and colleagues.

As the program expands, Liberty Hill ISD will add an additional instructor to the Education and Training program. The district will develop a job description and application for the teaching position and announce availability via email, and at faculty meetings. The campus principal, and CTE Director may also identify and invite high-performing teachers who represent the diversity of the student population, and have potential indicators for success to apply.

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

In regards to Pathway 2, a preliminary interest survey will be distributed among potential candidates. Qualified candidates will be invited to apply for participation in this opportunity. All district and campus administrators will be informed of the vision, mission and goals for the program and inviting them to identify potential candidates who meet the criteria. An information session, outlining the program opportunity and requirements will be held and all interested candidates will be invited to attend.

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.

Pathway 1-Potential candidates will be selected based on the following indicators:

- Current Liberty Hill ISD employee
- Hold appropriate teacher certification
- Involvement in campus leadership
- History of leading student organizations
- Measurable student achievement over a period of time
- Strong evaluation ratings that demonstrate high-quality instruction
- Strong relationships with students
- Recommendations from colleagues

A committee composed of campus and district level administration will select potential candidates for interviews. Interview questions will focus on content knowledge and expertise, student college and career readiness, student organization involvement, student recruitment, classroom management, personal growth, and desire to expand career. When selecting a teacher candidate, the committee will take into consideration teacher diversity, student relationship building, and experience. A qualified candidate will be selected that best fits the needs of the district and will ensure student success by continuing to grow and enhance the Education and Training program at Liberty Hill ISD.

Pathway 2-Potential candidates will be selected based on the following indicators:

- May not already hold teacher certification in the State of Texas
- Minimum of 75 credit hours toward a Bachelor's degree before May 15, 2020 or must hold a valid Bachelor's degree prior to May 15, 2020.
- Ability to graduate within the timeline of the grant
- Currently employed as a paraprofessional or instructional aide during the 19-20 school year, working in an instructional capacity
- Be able to serve as a full-time teacher of record beginning in Fall 2021
- Demonstrated track record of supporting student achievement
- Interest in pursuing a teaching degree in a hard-to-staff area such as bilingual education, math, science, and Special Education

A selection committee of district and campus administrators will identify the top 8 qualified candidates based on the criteria above. Selected candidates will sign the MOU to commit to remain in Liberty Hill ISD for at least three years after program completion as a condition for receiving the stipend.

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.

Pathway 1:

The selected teacher will participate in professional learning specific to the position in addition to training requirements. This may include specialized CTE conferences such as CTAT Summer Training, the TAFE Teacher Leader’s Workshop, and other conferences specific to the Education Training program. Teachers will also participate in onsite visits at surrounding districts Education Training programs. The counselors and CTE Director will work closely with the teachers in the program to share responsibility for recruitment, and identification of students for the program.

Pathway 2:

Liberty Hill ISD will provide a network of support to teacher candidates through ongoing mentorship, coaching, and cohort sessions. Participants in the cohort will meet monthly to problem solve challenges, discuss insights, and refine skills. Teacher candidates will also be invited to participate in professional development and training specific to their position in addition to other training requirements. Flexible scheduling and opportunities for job-embedded application of coursework will also be provided.

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.

In regards to Pathway 1, the MOU will include the purpose of the Grow Your Own Grant as stated by TEA, along with the goals of the program established by Liberty Hill ISD, areas of high need as identified in the Needs Assessment, terms of employment including a two year commitment to a full-time teaching role in the Liberty Hill ISD. Other requirements also include actively recruiting and distributing information regarding the Education Training program, active leadership and participation in TAFE including at least one competitive event annually, agreement to participate in the TEA-led Institute, and submission of at least two original high-quality lessons within the Education and Training curriculum submitted to TEA each semester. LHISD will commit to providing ongoing professional learning, and support for the program.

In regards to Pathway 2, the MOU will include the purpose of the Grow Your Own Grant as stated by TEA, along with the goals of the program established by Liberty Hill ISD, identified areas of high need as identified in the Needs Assessment, a timeline in which targets should be met/accomplished, and terms of employment including a three year commitment to a full-time teaching role in the Liberty Hill ISD. Other requirements listed in the MOU include an agreement to participate in monthly cohort meetings, bi-annual career planning meetings, and the agreement to attend classes and successfully complete coursework and pass certification exams within the grant term. LHISD will commit to providing ongoing professional learning, a network of support, flexibility in schedule, and job-embedded application of coursework.

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

Stipends for Education and Training Teachers (Pathway 1)	11,000
Substitutes	3,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Supplies and Materials (Pathway 1)	2,000

OTHER OPERATING COSTS (6400)

TAFE teacher and student memberships and event/conference participation costs (Pathway 1)	3,000
Professional Development and Travel - TEA Summer Institute (Pathway 1)	3,000
IHE Tuition/Fees/EPP Fees (Pathway 2)	71,000

Total Direct Costs 93,000

Indirect Costs

TOTAL AMOUNT REQUESTED 93,000

Total Direct Costs plus Indirect Costs

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

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

Pathway 1: Support for Education and Training Program Implementation

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

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

The vision of the Liberty Hill High School Education and Training program is to empower our students to pursue a future career in education through partnerships with our local schools to develop them into knowledgeable, collaborative, and professional educators who are eager to return to Liberty Hill ISD. The Education and Training courses are open to all 9-12 grade students at Liberty Hill ISD who are interested in pursuing teaching as a career. As LHISD continues to expand and enhance the program, high performing students who have shown interest through career surveys, recruitment activities, or have been identified as potential candidates by counselors or teachers in hard-to-staff areas will be targeted for recruitment. Targeted recruitment will also focus on encouraging students who are traditionally underrepresented in higher education with an opportunity to experience hands-on teaching experiences to encourage them to pursue a career in education. As the program expands, opportunities will be provided for current students to intern, mentor and interact with students at other area schools which will showcase and promote student enrollment in the program as a career pathway.

The program will be promoted through parent and student information sessions in the spring, posters, social media posts, brochures, and through the junior high and high school counseling offices. Counselors are knowledgeable of the vision for the Education and Training program at Liberty Hill High School and are advocates and supporters of the program. Parents and students will have the opportunity to tour the Education and Training classrooms and observe a class. The district has also developed a full-color course catalog which highlights our CTE course offerings. Parent involvement is also a key aspect of the program. Parents are asked to attend information sessions, volunteer to visit the program as guest speakers, and are involved with after school TAFE meetings and events.

Highly qualified mentors will be identified and selected to support and encourage students as they continue the Education and Training sequence to ensure their strengths are developed and individual needs are met through field experiences. Selection of mentors will be based on specific criteria including a strong track record of success, evidence of high-impact instructional practice, strong relationships with students, and teacher of a hard-to-staff area. The identification process will include an open application to any interested candidates, as well as, targeted recruitment by campus leaders. A committee consisting of the Education and Training course teachers, campus administrators, counselors, and the CTE director will select from an pool of qualified candidates.

Students in the Education and Training program participate in engaging, rewarding and authentic classroom experiences. They are provided the opportunity to network with current teachers and district professionals in the field of education. Classroom experiences allow students the opportunity to explore, reflect and synthesize their learning. Students participate in interviews, observations and educational panels to explore the different aspects of education. As the program expands to Year 3, students will have the opportunity to partner with area schools for field experiences as well. As a second-year member of TAFE, students will attend the Region Conference and compete for the opportunity to advance to state and nationals.

As the Education and Training program grows to include the third and fourth year of the sequence, the pathway will be showcased at feeder campuses within the district. Current students will have the opportunity to mentor, and interact with potential student candidates which will in turn increase interest in the program for future students. Furthermore, as participation in TAFE grows, it will increase motivation for students to want to persist in the program as they have the opportunity to explore teaching in a hands-on competition while promoting skills necessary for becoming effective teachers.

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

Liberty Hill ISD will select 8 paraprofessionals, instructional aides, and/or long-term substitutes to participate in the Grow Your Own Grant Program.

Liberty Hill ISD will partner with an IHP and/or EPP to provide training and support to program participants as they complete their Bachelor's degrees and teacher certifications to transition to the classroom as a full-time teacher of record by May 2020. Special consideration will be made in the selection of programs who are qualified to support candidates in becoming certified in high-need areas. Program participants will meet monthly with a cohort consisting of participants, mentors, and administrators to problem solve challenges, discuss insights, and refine skills. The first cohort will meet after teacher candidate selection in May of 2020 to sign the MOU which includes the statement of commitment to Liberty Hill ISD for at least three years after program completion.

Each semester, teacher candidates will review their degree plans with the IHE/EPP and/or the District to ensure they remain on track for targeted completion by the end of the grant period. If candidates do not show progress, adjustments to the grant program will be discussed with the IHE/EPP to determine a plan of action.

As current employees of Liberty Hill ISD, candidates will continue to participate in job-embedded training including high-impact instructional methods, and professional learning related to their assigned position. As the candidates enter the program, they will also receive schedule flexibility for class attendance and completion of course requirements. In selecting a partner EPP/IHP location and flexibility will be considered. Courses will be offered online or taught at a local campus to ensure ease of access, consistent collaboration, and coaching support. Test preparation support and resources will be provided to ensure candidates pass certification exams. Liberty Hill ISD and IHP/EPP staff will communicate regularly to monitor program progress, discuss any issues, and provide opportunities for mentoring and specific supports. In addition to tuition, funding has been allocated for certification exam preparation materials and exam fees to remove financial barriers candidates may have in successfully completing certification exams. Candidates completing their degrees and certifications will be supported in their first three years by a network of support provided by the New Teacher Induction Program. Support will include an assigned campus mentor, campus induction team support, and district level training and support.