



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

Application stamp-in date and time
RECEIVED
TEXAS EDUCATION AGENCY
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION
 2019 NOV 15 PM 12: 20

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.

2020-030698

701-18-106-055

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
Assist current paraprofessionals, instructional aides, and long term substitute to gain a bachelor's degree and teaching certification to create stability among teaching staff in a small rural location.	Utilize GYO grant to specifically recruit and retain staff in the local area, including but not limited to current graduating students who desire to pursue the teaching field.
Expand class offerings for dual-credit.	The current, most significant barrier to offering more classes for dual credit in Hawkins ISD is a lack of teachers with advanced degrees, specifically in hard to staff content areas. Using Pathway 1 grant funds, we will increase the supply of these teachers and expand already existing advanced classes in our high school.

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 May 31, 2022, all candidates for the Grow Your Own program will have completed their degree/certification and signed a MOU with the district committing to 3 full-time teaching years of employment.

Seven instructional aides with high potential, will return to school and earn their bachelor's degree and teacher certification. Hawkins ISD will promise/guarantee employment for those completing the process.

By May of 2022, 2 additional teachers will earn Master's degrees, along with our current staff, to help our students attain college credits to expedite their pathway to teaching. These teachers will be designated to assist in the Education and Teaching courses at Hawkins High School.

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

Process Goal- Team members meet bi-weekly, led by the Assistant Superintendent to assure progress is met and to administer program.

Outcome/Implementation goal-
2/2 enrolled in master's program
Teachers assisting or teaching Education and Training courses at Hawkins High School

Pathway 2

Instructional aides, paraprofessionals, and long term substitutes will have completed or currently be enrolled in 15 or more hours to be applied towards an educational degree plan. Each participant will be expected to maintain a minimum GPA of 2.5 in their undergraduate course work.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Pathway 1
 Process Goal-
 Dual credit team for Education and Training courses will be established with IHE
 Evaluate Education and Training classes after one year to determine the areas of improvement and reinforce the areas of success.

Outcome/Implementation goal-
 2/2 teachers have graduated or on track to graduate with a master's degree.
 25% of graduating students are enrolled in teacher related programs in college.

Pathway 2
 Instructional aides, paraprofessionals, and long term substitutes will have completed or currently be enrolled in 15 or more hours to be applied towards their degree plan. Each participant will be expected to maintain a minimum GPA of 2.5 in their undergraduate course work. Summer classes will be recommended.

Third-Quarter Benchmark

Pathway 1
 Process Goal-
 a. Team members continue to meet to assure program strength
 b. Dual Credit team with TJC continues to meet for quality assurance.

Outcome/Implementation goal-
 a. Dual credit programs are completed and ready to offer for the 22-23 school year.
 b. All dual credit teachers are teaching Education and Training courses
 c. At least 20 Hawkins High School students are enrolled in Education and Training course.

Pathway 2
 Instructional aides, paraprofessionals, and long term substitutes will have completed or currently be enrolled in 36 or more hours to be applied towards a Bachelor's Degree in Education. Each participant will be expected to maintain a minimum GPA of 2.5 in their undergraduate course work. Clinical teaching will be accommodated for as needed per university program.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Hawkins ISD Superintendent, Principals, Grant Supervisor, and Mentoring Supervisors will meet bi-weekly to analyze progress toward program SMART goals. After analyzing the data, actions will be taken to immediately facilitate the success of the participants from both pathways. Lead measures will be used to ensure that our outcome/implementation goals are on schedule. In an effort to support all participants, mentoring will be provided to give guidance and timely feedback to ensure progress and/or modifications needed during the implementation of the grant. In addition, participants will be allowed a modified or flexible work schedule to allow participants an opportunity to complete assignments or attend mandatory training sessions.

Our intention is to evaluate and be responsive as this innovative grant evolves to supply our campuses with high-quality teachers. Lead measures will be used to modify the program for sustainability by being responsive to risk areas and building capacity to address needs. As a potential risk area, already identified, the project team must ensure a high level of commitment will bridge the initial excitement of our cohort teachers. We will use our mentors as a support network to encourage and support our participants.

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.

The Grow Your Own grant committee consisting of the Superintendent, Principals, Grant Supervisor, and Mentoring Supervisors will monitor the program during the two years of grant funding to strengthen areas of weakness and address issues within the program. This will provide a strong foundation to ensure sustainability of a high performing program once the grant funding has ended. Some of the data to be used for ensuring a quality program will be:

1. Student enrollment in the program
2. Student membership in TAFE
3. College acceptance and enrollment to the teacher program
4. Number of students enrolled in Dual Credit classes each semester
5. Evaluation and feedback from students and teachers in the program

The committee will meet quarterly during the grant and after the completion of the grant to ensure sustainability of the program. In order for the program to maintain effectiveness, there must be monitoring and accountability.

A high priority for a successful program ingrained in ensuring participant success will result in continuously refining the program so that it can be implemented beyond the grant cycle. Our desire is to create a sustainable supply of high-quality teachers to support the needs of our district. This is a shared goal of the school board and district administration, who holds each other accountable for the success of our district.

Resource sustainability will come from local funds committed to the program along with business partners, local vendors and/or our Hawkins Education Foundation funds. We will seek continual grants and resources with our IHE partners to maintain a revenue stream to supply quality teachers for our school.

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.

The Hawkins ISD plan for recruitment and selection of teachers/instructional aides who will teach the Education and Training/ Dual Credit courses or move into classroom instruction was designed to ensure focus on ensuring the most successful, eager and motivational staff participants.

Pathway 1

- Demonstrated success in the classroom through student achievement and evaluations
- Passion for the teaching profession with focus on recruiting others to the profession
- Peer recommendations
- Diversity reflecting our student population
- Experience in work-based learning training or practice
- Positive relationship builders with peers and students
- Agreement to entering into a MOU with the district.

Pathway 2

- Expression of interest through application process
- Interview process with a rubric for selection
- Demonstration of success in current position
- Commitment of continuous improvement in current position
- Successful participation in school activities
- Commitment to complete bachelor's degree in allotted time
- Diversity reflecting student population
- Commitment to District's vision
- Agree to district MOU

Our goal is to ensure a high quality candidate that has a passion for continuous improvement of self and others and to serve in the development of our students.

Statutory/Program Requirements

PROGRAM REQUIREMENT 2 CONTINUED:

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.

Hawkins ISD will actively recruit participants based on District's projected staffing needs. Methods of recruitment of highly-qualified candidates will include career advancement sessions, collaboration and recommendations of supervisors, and opportunities to self-nominate through written notification. Potential candidates may nominate themselves using a Google Form which will be provided through an email. Recommendations made from district administrators will be based on a rubric. Criteria will be based on campus performance evaluations and leadership skills.

Many of our prospective candidates have the potential to be outstanding full-time, certified teachers, and reflect the diversity of the student population. Almost 100% of the potential candidates are accustomed to living in our rural setting and have community ties. The applicants are motivated to continue to stay with Hawkins ISD because they have relationships with students and positive community factors. Prior to submission of the grant, Hawkins ISD did a preliminary meeting to discuss the proposal of the grant and to gain an understanding of how many would be interested in applying to participate in the teacher preparation program.

Following the recruiting, Hawkins ISD will implement a screening process using the following criteria that has been developed by the district HR department:

- Applicant displays strong desire and work ethic to obtain teaching certification within the grant timeline.
- Highly recommended by teachers and administrative staff; Feedback form provided via Google Forms
- Employee attendance record
- Previous course completions or transcripts (if previously or currently enrolled with higher level institution)
- Involved in district-level or campus-level committees
- Evidence of effective teaching practices, peer collaboration, and discipline management through classroom supervision.
- Is currently working as a paraprofessional in the District and is pursuing to obtain a teaching certification
- Certification area (preference will be given to hard to staff content areas or positions)

Interviews

Prior to interviews, candidates must complete a questionnaire packet and provide the following: copies of transcripts; high school diploma or GED, a letter of interest; and two letters of recommendation from:

1. Professional/Academic: One professional reference that speaks to applicants work experience
2. Community/Volunteer: One community reference that speaks to applicants level of commitment to the community.

Recommendation Form will be provided to rate the areas in each domain as excellent, good, average, low, unknown. The following areas will be included on the form: organization and management, intellectual capability, energy and enthusiasm, integrity, maturity, communication skills, relationships with others, decision making ability and leadership skills.

After collecting nominations, candidates will go through an interview process involving a small committee made of campus and district representatives. Each candidate will be asked questions regarding student engagement, instructional strategies, student discipline, personal growth and mindset, and content knowledge practices.

Letter of Interest is a writing sample that allows the applicant an opportunity to give the committee a full understanding of their knowledge about education, their philosophy, and what has lead them to become a teacher. In addition, the letter of interest will state a commitment to pursuing a degree and/or certification to become.

Rubric

- Correct completion of application/packet -10 points
- Letters of recommendation- 20 points
- Writing portion- 10 points
- Interview- 30 points
- Years of service - 10 points
- Obtaining a field of Hard to Staff- 20 points

Highest scoring applications will receive the grant award.

Teaching Obligation

Recipients of the GYO Grant must sign a Memorandum of Understanding (MOU) committing to (3) three years as a full-time teacher within Hawkins ISD. This MOU will require teachers to stay with the district three years upon completing their Bachelors degree, and/or teaching certification. If the candidate chooses to terminate the MOU, all used and unused funds must be reimbursed to Hawkins ISD. Coordination of repayment of funds spent as of date will be arranged through the Superintendent and the business office personnel.

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 Supports

The district will support candidates in pathway 1 through our existing mentoring program to ensure program success. Some of the other supports for pathway 1 participants include.

1. Access to high-quality professional development through state conferences or ESC 7 resources
2. Opportunities to collaborate with peers in other schools doing similar work with post secondary educator preparation programs
3. Adequate time and resources to plan, organize, coach and monitor student experiences
4. Adequate time and resources to recruit students to the program
5. Continuous mentorship, progress monitoring, feedback, rewards, and support to ensure a high quality successful program

Pathway 2 Supports

The district will support participants and candidates by providing each with a mentor. The district will provide local support including but not limited to mentorship with highly-qualified teachers, inclusion in the PLC collaboration sessions, and professional development and job-embedded training and support sessions throughout the year. The district guarantees to assist in removing barriers for program candidates through the following:

1. The Assistant Superintendent will assist grant recipients in enrolling in the teacher certification program.
2. The Assistant Superintendent will provide flexible scheduling to allow recipients time to attend classes or meetings required by programs.
3. The Assistant Superintendent will assist in the assigning of a mentor and allow time for collaboration.
4. The district will provide opportunities for the recipients time to observe in mentor's classroom. This gives the recipient an opportunity to reflect on instructional strategies and planning, classroom management, and classroom organization.
5. Other supports such as job-embedded clinical course experience and test preparation will be provided.
6. In addition to tuition, funding has been allocated for licensure exam preparation materials and licensure exam fees to remove financial barriers recipients may have in taking and successfully passing licensure exams.
7. Assistant Superintendent and principals will set progress monitoring meetings with candidates to ensure they have opportunities needed to complete projects and requirements.

The campus principals and district administrators will work cooperatively to meet the needs of paraprofessionals in becoming certified teachers.

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.

Based on the signed Memorandum of Understanding (MOU) and Intent to teach, each participant is obligated to begin teaching full-time, in his/her area of certification, in Hawkins ISD the first semester immediately following graduation and continuing for a period of three consecutive years.

The participant shall reimburse Hawkins ISD the entire amount of the loan received by the GYO if the participant for any reason does not meet the criteria established by the GYO program, complete the requirements for a degree in education, fails to obtain teacher certification, or if the participant fails to provide a minimum of 3 complete consecutive years of teaching obligation following graduation.

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="0"/>	X \$5,500 =	<input type="text" value="0"/>
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 with existing Education and Training courses in 2019-2020	<input type="text" value="0"/>	X \$8,000 =	<input type="text" value="0"/>
Number of high schools without existing Education and Training courses in 2019-2020	<input type="text" value="0"/>	X \$10,000 =	<input type="text" value="0"/>
Number of high schools offering dual credit Education and Training courses in 2020-2022	<input type="text" value="1"/>	X \$10,000 =	<input type="text" value="10,000"/>
Total Request for Pathway 1			<input type="text" value="32,000"/>

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="0"/>	X \$5,500 =	<input type="text" value="0"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="1"/>	X \$13,000 =	<input type="text" value="5,500"/>
			Request for Pathway 2 <input type="text" value="5,500"/>
			Request for Pathway 1 <input type="text" value="32,000"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="37,500"/>

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" value="0"/>	X \$22,000 =	<input type="text" value="0"/>
Number of Pathway 3(b) candidates participating in an intensive pre-training service program	<input type="text" value="0"/>	X \$5,500 =	<input type="text" value="0"/>
Total Request for Pathway 3			<input type="text" value="0"/>

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

Stipend for teacher(s) who are teaching Education and Training courses, but not for dual credit	20,000
Number of candidates pursuing both a teacher certification	5,000
Substitute teachers for those in the program attending class	2,500

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional development for dual credit teachers	2,000

SUPPLIES AND MATERIALS (6300)

Support for supplies for LEA TAFE chapter	3,000
Support for dual credit courses	2,000

OTHER OPERATING COSTS (6400)

Travel	3,000

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

Hawkins ISD currently offers the following classes in the Educator and Training program:

Principles of Human Services
Instructional Practices
Practicum in Education and Training

We plan to launch a chapter of Texas Association of Future Educators (TAFE) which will enable students and teachers to build relationships and capacity for future educators by making real world connections in the classroom. Adding a TAFE chapter will help to build interest and recruitment for our classes. Through peer presentations, 8th grade orientation, career fairs, counseling and job inventories we will help to recruit students for our educator classes. Teachers will help to identify students who exhibit strengths in the core subject areas.

Teachers recruited to teach educator training courses will be recruited based on demonstrated success in the classroom and an ambassador for the program. Teachers will need to exhibit positive relationships with students and willing to promote the joys and rewards of the profession. Grant funds will support the Education and Training courses and help with the creation of the TAFE chapter with classroom supplies and resources for TAFE events.

The grant coordinator and mentors will help provide support for teachers in the implementation of their courses and for launching the TAFE chapter, including professional development to maximize student outcomes.

(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

Hawkins ISD has a partnership with Tyler Junior College for dual credit classes. HISD will form a partnership with UT-Tyler to allow our educator training classes to become dual credit courses since TJC does not offer this coursework. The UT-Tyler has a proven track record with many of our teachers who have successfully completed the program. A letter of commitment has been granted and a relationship with UT-Tyler has been established. The finalization of the MOU should be finalized by the spring of 2020. We will have our candidates complete the courses concurrently with the grant to ensure the start of our dual credit courses. The IHE will move our master's cohort through the timeline of the grant and then partner with our teachers to offer the education courses for dual credit hours to our students.

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

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

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

Hawkins ISD partners with The University of Texas at Tyler in developing educators to serve in our district.

In developing this partnership, we are strategizing the best ways to improve the success of HISD students, teacher candidates, and district campuses. We are committed to planning and implementing a research based program that is continuously evaluated and improved to ensure the success of all participants.

Accordingly, we intend for the program to be thoughtfully designed to integrate not just theory but best strategies that are applicable and will emphasize the following:

1. Specific teaching and instructional leadership skills that have impact on student learning and development
2. Job-embedded support at our district that enables our participants to sharpen their skills in real-world setting
3. A comprehensive approach that prepares our applicants to serve students in rural setting that focuses research-based best practices and a whole child approach.

We expect some of our applicants to take prerequisite classes outside of the pathway. Nevertheless, we will include these participants in the cohort activities to be sure they too receive support and complete their certification.

The Hawkins ISD will email current paraprofessionals who hold a Bachelor's Degree or Master's degree from an accredited university, but not teacher certification, inviting them to the information night. This group will also include non-degreed paraprofessionals, instructional aides, and long-term substitutes. At the information night, the following will be discussed:

1. Requirements; including GPA expectations, costs, commitment for completion, and logistics of the program

2. Application process; including letters of recommendation, letter of interest, and interview expectations

Hawkins ISD will assist applicants with completing their applications for selection, as well as, applying for admission to the University of Texas at Tyler. Notification of acceptance for the program will be emailed to the applicants.

Candidates who are offered a contract will have a stipulation for three consecutive years with Hawkins ISD based on satisfactory performance annually in assigned position. Applicants must demonstrate a commitment to degree, certification requirements, and completion.

The collaboration between The University of Texas at Tyler and Hawkins ISD will be called the GYO Hawk Program. A grant timeline will be provided all participants that specifies the expected and initiated date of completion for each benchmark.

Job embedded training will be conducted. Trainings will be led by the Assistant Superintendent and Principals. All candidates will be assigned a campus-based mentor in accordance to our district Mentoring Program Guidelines Handbook.