



2021-2023 Grow Your Own Grant Program, Cycle 4
Competitive Grant Application: Due 11:59 p.m. CT, November 5, 2020

NOGA ID

Application stamp-in date and time

TEA will only accept application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. 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.

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter in 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.

4. 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
WISD needs to increase teacher diversity by closing the gap in demographics between the teaching staff and student population. WISD Student Body - (AA 17.1%; H 25.2%) WISD Staff - (AA 5.2%; H 2.4%)	WISD will increase recruitment of students from underrepresented populations into the WISD Education & Training CTE program of study. WISD will seek out and assist local long-term subs, paraprofessionals, & instructional aides from targeted populations into teaching positions by assisting with Texas teaching certifications or completion of a bachelor's degree in teaching with certificate.
WISD needs more applicants for the hard-to-staff areas such as special education and secondary level certificates.	WISD plans to address this need by providing students in Education and Training Practicum courses with field experiences in either special education (inclusion or life skills) and/or secondary education (6-8th grade). Pathway 2 candidates will be given preference if certifying in this area.
WISD needs to decrease the turnover rate which is 37% which is significantly higher than the state average of 16.5%.	WISD will leverage local long-term subs, paraprofessionals, & instructional aides currently employed by WISD into certified teachers by a strategic recruitment process & continuing the current partnership with the district's IHE and EPP.

5. 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.

Pathway 1:
 WISD CTE Education and Training program of study will increase the diversity of student enrollment by 25% and Industry Based Certification (Educational Aide) by 10% by June 30, 2023.

Pathway 2:
 WISD will continue existing strong internal teacher recruitment pipeline through current paraprofessionals, instructional aids, and long-term substitutes by pin-pointing ten high-quality current employees to earn their bachelor's degree and/or teaching certification to return to WISD as full time teachers by May 2023 or before.

6. 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

October 2021

Pathway 1 - Completion of targeted recruitment for the Education and Training Courses to increase enrollment as well as participation in FCCLA student organizations will increase the diversity of student enrollment by 15%. Local MOU will be secured with teacher of record for the Education and Training courses.

Pathway 2 - A MOU agreement will have been established and secured with selected staff as well as IHE/EPP. PW2A candidates will begin certification process with EPP while PW2B will be enrolled in an IHE/EPP completing college hours toward certification bachelor's degree and certification.

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark****June 2022**

Pathway 1 - Diverse student completion rate will be analyzed from 20-21 school year as well as the re-enrollment/new enrollment of diverse students and for year 22-23 school year. Course enrollment as well as participation in FCCLA student organizations for 22-23 school year will be expected to increase an additional 10% while IBC's will increase by 5%.

Pathway 2 - PW2A candidates will have successfully completed their standard certification and become a teacher of record within the district. PW2B candidates will have completed two semesters of coursework toward their bachelor's degree and teaching certification. Ones who finish will become teacher of record for Fall 2022; others will continue to complete degree and certification during the duration of the grant timeline.

Third-Quarter Benchmark**May 2023**

Pathway 1 - Diverse student completion rate will be analyzed from 22-23 school year as well as the re-enrollment/new enrollment of diverse students and for year 23-24 school year. Course enrollment as well as participation in FCCLA student organizations for 23-24 school year will be expected to increase an additional 10% while IBC's will increase by another 5%.

Pathway 2 - PW2B candidates will have completed two semesters of coursework/student teaching completed towards a bachelor's degree and teaching certification. All PW2B candidates will become teacher of record

7. 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 - Routine classroom visits and off-campus practicum visits by CTE coordinator and campus administration will be logged in to T-TESS electronic management system to ensure high impact instruction and curriculum are delivered consistent and engaging to students. The teacher will receive Get Better Faster coaching from the CTE coordinator and instructional coach if deficiencies are found in the classroom. Campus and student optional survey to evaluate the involvement of Education and Training student courses, organizations, activities, and competitions.

The GYO Grant Committee will hold reflective/progress meeting(s) to review Education and Training course(s) PEIMS student enrollment data including diversity of students, Industry Based Certification, Educational Aide, completion rates in SBEC, successes, student course completion data, student organization participation, and plan for next semester/school year. If the growth of student diversity goals is not met throughout the grant, students may be interviewed to target the reasoning of not enrolling in the Education and Training pathway. This feedback will be taken along with survey results to make adjustments needed in the program.

Continual cycle used evaluate progress: Implement ---> Reflect ---> Refine ---> Evaluate

Pathway 2 - WISD will require the PW2A/B candidates to enroll in the partnered IHE/EPP, turn in acceptance letters, turn in college schedules, final semester grades, and up-to-date transcripts. Progress in this area for each candidate will evaluate, refine, and adjust the program to meet the SMART goal for this pathway. Suppose a grant candidate is not making progress to the goal. In that case, the GYO committee will evaluate the candidate's data and put in interventions and necessary directives to ensure successful completion. Candidates unable to make progress may be discharged from the grant and the slot refilled if a qualified candidate meets the grant criteria.

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8. 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 each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program 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.
2. The applicant provides assurance that 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.

ALL PATHWAYS:

1. Participants and candidates must commit with a MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
2. LEAs must commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
3. The applicant must submit quarterly reports on progress towards SMART goals and performance measures to TEA.
4. All grant-funded participants/candidates must be identified and submitted to TEA by May 14, 2021.
5. The applicant must file budget amendments within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.
6. The applicant must file budget amendments within 7 days of a request from TEA.
7. Applicants pre-selected for an award agree to amend number of candidates as requested by TEA on the basis of necessity and historical data as determined by TEA.

PATHWAY 1:

1. The applicant must assure that each high school campus within the participating LEA will implement at least the Instructional Practices and/or Practicum courses in the Education and Training course sequence in 2021-2022, and at least both stated courses in 2022-2023, with the teachers receiving the stipend as teachers of record for both or either courses.
2. Any participant 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 2022-2023 within the Education and Training course sequence.
3. All LEA high schools must establish and/or grow a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event per year each grant year.
4. All LEA high schools must participate in an initial TEA-led Teacher Institute on or around June 28-30, 2021, with participants including Education and Training course teachers, campus principals, and college/career counselors. Principals and counselors will only be required to attend the first day. Attendance by grant managers, IHE/EPP partners, and student ambassadors is recommended and optional.

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8. Statutory/Program Assurances Cont'd**PATHWAY 1 (Cont'd):**

5. Each participant receiving a grant stipend must pilot the Education and Training curriculum if they are currently using a high-quality Education and Training curriculum. Participants may be asked to participate in focus groups and surveys to give input on the Education and Training Curriculum.
6. Each participant receiving a grant stipend must submit two original master lessons within the Education and Training curriculum to TEA per year for review and potential publication, following TEA guidelines for submission.
7. All LEA high schools must submit their plan for marketing and student recruitment to TEA each year.

PATHWAY 2:

1. LEAs must allow reasonable paid release time and schedule flexibility to candidates for class attendance and completion of course requirements.
2. The applicant must have a signed letter of commitment or MOU from an Accredited, Accredited-Not Rated, or Accredited-Warning EPP that will partner with the LEA(s) to award teacher certifications to participants. The letter of commitment or MOU will be presented to TEA for approval after the preliminary selection of grant awardees and no later than May 14, 2021.
3. 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.
4. Pathway 2(b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within two (2) years and serve as a teacher of record in the LEA by the 2023-2024 school year.

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Program Requirements

1. Describe the sustainability plan for the Grow Your Own Program beyond the timeline of grant funding. The plan should address how a high-quality program will be maintained, including clear action steps beginning in the first year of grant funding and a demonstrated ability to leverage and coordinate resources that increase your capacity to strengthen the local educator pipeline and make progress on sustainability. This may include the use of other local, state, and/or federal resources. Consider also how the Grow Your Own Program may be integrated into, be supported by, and provide support for existing LEA or EPP initiatives and/or priorities.

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

Pathway 1 - Currently, Westwood High School, WHS, offers a high-quality Education and Training program of study. Growing the number of students participating in the Education and Training courses will increase allotted CTE funding per seat making district funds available for a sustainable program offering at WHS. Additionally, increasing the number of Industry-Based Certifications earned in this specific pathway will also result in additional funding for the program through the IBC bonuses given by TEA. Gaining funding from the Grow Your Own incentive will continue the program's excitement within the campus and community. Still, it will also provide the additional financing for a high economically disadvantaged campus and further the growth of potential teachers in a rural area.

Pathway 2 - When examining the PW2A/B, a few approaches may be taken to build a systemic process of growing our own at WISD. To start, the board of trustees may want to consider setting an allotted amount aside each fiscal school year once grant funding has been exhausted. Secondly, WISD could continue the cohort approach for those who are completing their education and teaching certification to build a community of growth upon paraprofessionals, long-term substitutes, and educational aides. Incentives for finishing could be counted years of service or potential stipends if committing to the district upon completing degree and teaching certification.

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Program Requirements (Cont.)

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 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 (if applicable). The plan must also include strategies to recruit diverse individuals representative of the LEA student population.

Westwood ISD will follow a systemic approach to recruit candidates/participants who would both be interested and eligible in the program, meet the criteria, and eligible for receiving the stipend. The Grant Committee will use the following action steps:

- 1) Survey via Google Form all long-term substitutes, paraprofessionals, and educational aides to obtain concrete interest once the grant is received. This data will be used to target specific potential candidates for the program and update from the preliminary grant list of potential candidates. Currently, WISD has six instructional aides whom are in the process of finishing their bachelor's degree and teaching certification and four instructional aides or District of Innovation teachers who have their bachelor's degree and no teaching certification.
- 2) Conduct a virtual information meeting to both promote and answer questions regarding the Grow Your Own Grant as well as show the benefits of diversity among both students and staff.
- 3) Identify successful Grow Your Own candidates and review past evaluations, and long-term commitment.
- 4) Solicit nominations via Google Form for the Grow Your Own grant program from campuses staff and leadership.
- 5) Pin-point specific teachers who represent the WISD student population, address hard-to-staff teaching areas, as well as all candidates who meet the criteria of the grant.
- 6) Begin interview/selection process for the Grow Your Own Grant Program to evaluate the best candidates. A rubric will be used to select candidates for the program.

WISD will update and continue the current partnerships that are in place from the Grow Your Own; Cycle 2 grant.

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Program Requirements (Cont.)

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.

Step One of the High-Quality Recruitment Process: Candidate Nominations

WISD will equitably select quality diverse candidates from candidate nominations. Potential candidates may self-nominate to be in the program via Google Form. Criteria on the Google Form will include: 1) Are you currently employed in the 2020-2021 school year as a long-term substitute, paraprofessional, or instructional aide? 2) Do you currently hold a valid bachelor's degree or will you hold a bachelor's degree on or before May 15, 2021? 3) Are you eligible or currently enrolled in Educator Preparation Program (EPP?); If yes, please state program 4) If you do not hold a bachelor's degree, will you have a minimum of 75 college credit hours toward a bachelor's degree on or before May 15, 2021? 5) Do your career goals include becoming a full-time teacher of record at Westwood ISD?

Step Two of the High-Quality Recruitment Process: Interviews

Once all nominations are collected, nominees will go through an interview process involving a small committee. Questions asked in the interviews will include teaching goals, growth, relationship building, and leadership: 1) Discuss what drives you into a teaching career as well as your long-term career goals in education. 2) Describe how you currently build relationships with students. What have you learned from these relationships? 3) Describe a time you took the lead on a team project. What was the outcome of the project? How could it have been improved?

Step Three of the High-Quality Recruitment Process: Selection

The following candidate scoring guide will be utilized in the selection process by the committee: 10 Points - Positive recommendation from *current* supervisor; 40 Points - Meets criteria for program entry (currently holding a bachelor's degree (PW2A), eligible to enroll in an EPP (PW2A), 75+ hours of college credit toward a degree (PW2B), can complete degree and /or teaching certification within the grant timeline); 10 Points - *Currently* employed by WISD and has positive *past* performance evaluations; 40 Points - Represents an underrepresented demographic in the student enrollment closing the teacher/student demographic gap, seeking certification in a hard-to-staff area at WISD, and/or committed to stay within WISD for three years as a teacher of record after the grant timeline expires. Total points available will be 100.

NOTE: *PW1A - WISD recruited in the 2019-2020 GYO cycle a teacher whom will remain teacher of record for Education & Training courses.

4. Describe how the LEA will support participants and candidates that receive stipends in fulfilling responsibilities, persisting in the program, and excelling in their role. Name specific supports for potential career pathways, resource supports, and personnel supports.

WISD will support both pathway candidates in the GYO program tailoring each support to their direct pathway.

Pathway 1 - The Education and Training teacher will be supported by the Westwood High School CTE department, CTE coordinator, and campus and district administration. The CTE coordinator will assist with student recruitment, enrollment (along with the campus counselor), IBCs earned within the pathway, purchasing of supplies, and necessary curriculum that is TEKS aligned; necessary professional development will be provided, along with assisting with the organizational clubs within this program of study.

Pathway 2 - Long-term substitutes, paraprofessionals, and instructional aides that are enrolled in college courses gaining a bachelor's and teaching certification (PW2B) or teaching certification (PW2A) will be regularly checked GYO committee. Frequent checks will give opportunities for reflection meetings, Participation in the districts' New to Profession mentee meetings, and provide a mentor teacher/administrator for on-campus assistance. The district will provide assistance with the application into EPP or University programs, and the district will serve as a liaison between the candidate and program as needed. Semester grade checks will be required to ensure the successful completion of courses or EPP program requirements. LT subs, paraprofessional and instructional aides who gain certification to serve as a teacher of record will attend the WISD New Employee Academy to gain support on instructional programs, teaching and learning, as well as district processes prior to entering into the classroom.

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Program Requirements (Cont'd)

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

WISD currently has a Memorandum of Understanding (MOU) in place for the Grow Your Own (GYO) Grant Program. The MOU is tailored toward each pathway for those receiving a stipend from the GYO Grant. For pathway 1 - the MOU states the teacher must remain employed throughout the duration of the grant cycle and for pathway 2 - the MOU states candidates must become certified within the time period of the grant, be eligible as teacher of record, and remain employed within the district as a full-time teacher of record after the grant has completed for a minimum of three years.

All candidates of the GYO grant have an in-person individual meeting with the grant manager to fully review every aspect of the MOU, gain signatures, and receive a copy of the agreed upon signed MOU.

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, or Pathways 1 and 2 concurrently. Refer to the 2021-2023 Grow Your Own Grant Program, Cycle 4 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="1"/>	x \$5,500=	<input type="text" value="5,500"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="-"/>	x \$11,000=	<input type="text" value="-"/>
Number of high schools with existing Education and Training courses in 2020-2021	<input type="text" value="1"/>	x \$8,000=	<input type="text" value="8,000"/>
Number of high schools without existing Education and Training courses in 2020-2021	<input type="text" value="-"/>	x \$10,000=	<input type="text" value="-"/>
Number of high schools offering dual credit Education and Training courses in 2021-2023	<input type="text" value="-"/>	x \$10,000=	<input type="text" value="-"/>
Total Request for Pathway 1			<input type="text" value="\$13,500"/>

PATHWAY TWO

Check this box if you are applying for Pathways 1 and 2

Number of Pathway 2(a) candidates pursuing a teacher certification only	<input type="text" value="1"/>	x \$8,000=	<input type="text" value="\$8,000"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="5"/>	x \$19,000=	<input type="text" value="\$95,000"/>
Total Request for Pathways 1 and 2			<input type="text" value="\$116,500"/>

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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

1.	Pathway 1 - Teacher Stipend for Education and Training Courses; but not for dual credit	\$5,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Tuition payment to IHE/EPP for Pathway 2A/B candidates	\$97,500
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Materials for high school Education and Training courses at WHS (supplies, materials, curriculum, etc.)	\$2,000
12.	Supplies and materials needed that are associated with recruitment of diverse students into the Education & Training courses	\$1,000
13.		
14.		

Other Operating Costs

15.	Travel to Grow Your Own TEA-led mandatory conference	\$3,000
16.	CTSO (FCCLA/TAFE) cost for membership and events	\$2,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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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.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, 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.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
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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

> Partnership, Training, Support, and Certification

WISD will continue the local IHE partnership (The University of Texas at Tyler or Stephen F Austin State University) to offer a bachelor's degree and teaching certification. Other programs such as Texas Teachers and Region 7 Service Center (ESC7) will be partnered with to provide participants with a bachelor's degree but missing a Texas teaching certification. Participants in the grant will be included in professional training, district alignment days, and curriculum meetings such as PLCs, data meetings, RTI, New Employee Academy, and the WISD mentor program. Master teacher observations and district teacher mentoring, will be held to enhance the participant's unity as a district team helping with retention and involvement on campus.

> Timeline for Partnership

Partnerships with UT Tyler, SFASU, ESC 7, and Texas Teachers currently exist within the district as we have a cycle of candidates completing bachelor's degrees and certifications in May 2021. After interviewing and selection of candidates in spring of 2021, the partnership will be re-established for the GYO; Cycle 4 grant timeline. Additionally, in the spring of 2021, after selection, candidates will turn in their course schedule by semester including student teaching and TExES exam timelines ensuring completion on or before to the grant timeline.

> Job-Embedded Training, Schedule Flexibility, and Cohort

Job-embedded training opportunities will be offered on each campus for participants to attend. Flexible schedules on campus allowing for a hands-on experience in the classroom and working with students will be a top priority. Allowing for master teacher observations along with conducting IHE or EPP projects, assignments, and practicum hours will also be allowed during the grant timeline to ensure a successful completion.