



2018-2019 Grow Your Own Grant Program
Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID [Redacted]

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

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
 2018 MAR -9 PM 2:26
 DOCUMENT CONTROL CENTER
 GRANTS ADMINISTRATION

Grant Information

Grant Period **04/13/2018** to **05/31/2020** (Pathways 1 and 2)

04/13/2018 to **06/30/2019** (Pathway 3)

Program Authority **GAA, Article III, Rider 41, 85th Texas Legislature**

Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

Applicant Information

Name **Jordan Carlton** CDN or Vendor ID **17560012** ESC # **10** Campus # [] DUNS # **075096347**

Address **9400 N. Central Expressway** City **Dallas** ZIP **75231** Phone **9729254213**

Primary Contact **Jordan Carlton** Email **jcarlton@dallasisd.org**

Secondary Contact **Takesha Winn** Email **twinn@dallasisd.org**

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:

- Grant application, guidelines, and instructions
- General Provisions and Assurances and any application-specific provisions and assurances
- Debarment and Suspension Certification
- Lobbying Certification

[Handwritten signature]
3.6.18

Authorized Official Name/Title **Michael Hinojosa, sup.** Signature *[Signature]* Date **3/6/2018**

Grant Writer Name **Jordan Carlton** Signature *[Signature]* Date **3/2/18**

- Grant writer is an employee of the applicant organization.
- Grant writer is not an employee of the applicant organization.

701-18-106-025

RFA # **701-18-106** SAS # **277-18**

2018-2019 Grow Your Own Grant Program

Page 1 of 6

*Approved to Form for Dallas ISD: 3/6/18
 Yeticiana Velazquez, Assistant General Counsel*

Shared Services Arrangements

- Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization 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.
 SSAs are not permitted for this grant.

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
There is a district-wide need for Math and Science teachers. The district's TAPR report indicates math as an area for improvement in secondary.	The plan is to recruit paraprofessionals who are currently serving in Dallas ISD to become teachers in high-needs areas.
The district has a need for highly-effective teachers.	This plan will allow the district to build and develop a pool of highly-trained teacher candidates, as measured by the district's Teacher Excellence Initiative evaluation system.
The district has a need for a pipeline for high school students to become teachers.	This plan will allow the four high schools to fund TAFE memberships, related expenses, and participation in TAFE events.

SMART Goal

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

By the end of the 2018-2019 school year, ten paraprofessionals will be selected and enrolled in a university-based education preparation program to receive a bachelor's degree and educator certification credentials.

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:

The first-quarter benchmark includes developing a rigorous selection and screening process.
 The first-quarter benchmark also includes the campus obtaining a TAFE membership and creating a program growth plan.

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

The second-quarter benchmark includes the screening and selection of applications for the ten available spots. The goal is to receive a minimum of three applications per available stipend (30 applications), with 70% of applicants indicating a desire to serve as an educator in a high-needs subject.

The second-quarter benchmark also includes the submission of a year-long TAFE activity plan.

Third-Quarter Benchmark:

The third-quarter benchmark requires all ten stipend recipients to submit documentation of acceptance and enrollment into a university-based preparation program.

The third-quarter benchmark also requires the submission of all TAFE-related events and competition documentation.

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.

Dallas ISD will evaluate the program by administering program evaluations at the beginning of the year, middle of the year, and end of the year. Dallas ISD will use the following program evaluation measures:

1. Monitoring the number of paraprofessionals receiving a stipend. Information to include participant demographics, acceptance letter submission, etc.
2. Monitoring the participants promoted to full-time teaching roles.
3. Monitoring the number and types of certifications.
4. Monitoring the TAFE membership status and event participation.

Statutory/Program Requirements

1. Describe your plan for the implementation of the Education and Training courses, Instructional Practices and/or Practicum in Education and Training, and CTSO (TAFE/FCCLA) chapter at participating LEA high schools.

Dallas ISD currently has four campuses that have an education pathway and offer education courses. Please see attachment that explains the core curriculum of the district's education pathway and course offerings. Each of the four campuses have the courses (or an equivalent) identified in the attachment. TAFE chapters will provide enrichment opportunities to students who are currently enrolled in the offered education courses.

The TAFE implementation plan will include the following steps:

1. Each campus will obtain administrator permission for establishing a chapter.
2. Each campus will choose a teacher leader.
3. The teacher leader will attend the TAFE Teacher Leader workshop.
4. The teacher leader will solicit stakeholder support.
5. Complete the state membership documentation and register with the national affiliate.
6. Download the Teacher Leader handbook.
7. Recruit a few core students.
8. Draft a constitution and chapter goals.
9. Plan a year-long activity calendar and create a budget.
10. Have regular meetings.
11. Attend events as scheduled.

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 any pathway individually or for Pathways 1 and 2 together. Pathway 3 cannot be combined with any other pathway. Refer to the program guidelines for information on restrictions to the maximum number of participants.

Pathway 1

Check this box to apply for grant funding under Pathway 1.

Number of participants times \$13,000

Pathway 2

Check this box to apply for grant funding under Pathway 2.

Number of participants pursuing BA and certification times \$11,000

Number of participants pursuing certification only times \$5,500

Total of above two lines

Pathway 3

Check this box to apply for grant funding under Pathway 3.

Number of participants times \$22,000

Education/Training Courses and Related CTSO Participation and Events

Number of high schools times \$3,000

Funding Request

Pathway 1

Pathway 2

Pathway 3

Education and training courses

Total grant funds requested

Statutory/Program Assurances: All Pathways

- The applicant assures that each high school campus within the participating LEA will offer the Instructional Practices and/or Practicum in Education and Training courses of the Education and Training course sequence.
The applicant assures the each high school campus within the participating LEA will establish or continue a chapter of a
- CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.

Statutory/Program Assurances: Pathway 1

- The applicant assures that LEA campus participants will establish or continue a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.
The LEA assures its participation in an initial TEA Teacher Institute on or around June 12-14, 2018, with participants
- including Education and Training course teachers, campus principals and college/career counselors. Principals and counselors will only be required to attend on June 12.

Statutory/Program Assurances: Pathway 3

- The applicant assures that the clinical teaching assignment is one academic year (28 weeks minimum) in length.
- The applicant assures that the IHE/EPP provides residents with with teacher certification; evidence-based coursework; and an opportunity to practice and be evaluated in a school setting.
The applicant assures that the IHE/EPP provides residents with in-person and on-site coaching and evaluation, with at
- least five on-site observation and feedback cycles per semester, at least two of which include the observation of a full lesson.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Stipend for BA attainment and certification	110,000
2. TAFE memberships	4,000
3. TAFE event and conference participation costs	4,000
4. TAVE event travel costs and supplies	4,000
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Total grant award requested 122,000

Grow Your Own Grant
Pathway 2 Grow Your Own Program Attachment

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

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitutes who will participate in the program and receive the stipend.

Dallas ISD plans to award the stipend to 10 paraprofessionals, instructional aides, and/or long-term substitutes who will complete their degree requirements and teaching credentials within the grant period.

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select high potential paraprofessionals, instructional aides and/or long-term substitutes to participate in the program and receive the grant stipend to pursue their bachelor's degree and/or teacher certification.

- The plan must address their process for identifying participants, with potential indicators including evaluation ratings, involvement in school activities, recommendations from colleagues, etc.
- The plan must also address how the applicant has considered the following in their recruitment strategy: pursuit of certification in hard-to-staff areas and degree to which the diversity of the teacher population mirrors that of the student population.
- The plan must also include a description of the Memorandum of Understanding (MOU) in which the paraprofessional, instructional aide, and/or long-term substitute commits 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.

Dallas ISD's plan of recruitment and selection will take the following steps:

1. Create an application that will be posted on our online applicant tracking system. The application will assess elements on each candidates' background including, but not limited to, the following:
 - a. The candidate's full work history, including years of experience in Dallas ISD
 - b. The candidate's education history, including college hours completed if a bachelor's degree has not yet been obtained
 - c. The candidate's involvement with their school, including volunteer activities, after-school activities, etc.
 - d. The candidate's future plans and reason for applying for the program, which would be assessed via essays included within the application
 - e. The desired certification area that the candidate would like to teach
 - f. Any language skills other than English, including their level of fluency
 - g. A requirement of at least 1 recommendation letter from a supervisor or manager, with the option of including multiple recommendation letters
2. The ideal candidate for the program would exhibit the following:
 - a. At least 3 years of experience working within Dallas ISD in a paraprofessional, instructional aide, or long-term substitute role
 - b. At least 60 college credit hours and/or an associate's degree
 - c. Evidence of participation in extracurricular events, volunteer activities, after-school events, etc. that extend beyond their assigned duties
 - d. Evidence of future plans to work as an educator beyond the stipend/grant period and a clear expression of a desire for personal and professional growth
 - e. A desire to teach in one of the following high-needs certification areas: elementary bilingual, secondary math, secondary science, special education, or English as a second language
 - f. If the candidate chooses elementary bilingual as their primary teaching area, they should possess an advanced level of Spanish fluency
 - g. Strong recommendations from current or recent supervisors that the candidate possesses the capacity for growth and the aptitude for the teaching profession
3. The Dallas ISD Human Capital Management team will issue the following communications to all current district paraprofessionals in order to ensure awareness of the program and the possibility of receiving the stipend:
 - a. A direct email outlining the application process, the degree and/or certification process, and a follow-up email address where they can reach out with questions
 - b. A district-wide email to ask for references from all district employees and a follow-up email where they can follow up with their recommended candidates
4. Dallas ISD will select the finalists using the following process:
 - a. All applications will be reviewed by the grant administrators
 - b. A pool of finalists will be selected based on application data, candidate responses to essays, and the degree to which the candidate meets the district's certification needs to best help our student population
 - c. A panel of interviewers will meet with each finalist. The panel will include the following representatives:
 - i. The Dallas ISD grant administrators

- ii. A member of the partner educator preparation program that will lead all degree and teaching credential training
 - iii. A member of the Dallas ISD recruitment staff
 - iv. A campus principal from one of the partner Dallas ISD campuses
- d. After the interviews, the final 10 candidates will be selected based on their responses to interview questions as scored on a shared interview rubric.

Dallas ISD a Memorandum of Understanding (MOU) that will include the following:

1. The employee must complete all requirements to complete their degree requirements and/or teaching credential requirements prior to the end of the grant period on May 31, 2020.
2. Upon completion of the program, the candidate must remain employed with the school district for a period of up to two (2) academic years in a high-needs teaching area.
3. If the employee resigns or is terminated prior to their 2 year teaching commitment, the employee will be required to pay back funds as prorated by the Payroll and Compensation departments.
4. If the employee is promoted into an administrative position before the 2 year teaching commitment has been completed, they will not be required to pay back any grant funds.

Participating ISD:	Dallas				Participating Colleges:	Associate of Arts				
Participating HS:	[REDACTED]				AA Degree:	Towards BS Degree:				
HS Plan:	Arts and Humanities: Option A				Academic Year 2017 – 2018	Bachelor of Science in Interdisciplinary Studies – EC-6 & Bilingual Certification				
Periods	9 th	10 th	11 th	12 th	COLLEGE/POSTSECONDARY					
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Year 5 – BS (Fall)	Year 6 – BS (Spring)
1	English I	English II	English III	English IV (I)	ENGL 1301/Composition I	ENGL 1302/Composition II	ENGL 1303/Composition I	ENGL 1304/Composition II	ENGL 1305/Composition I	ENGL 1306/Composition II
2	Geometry	Algebra II	Algebra I	Algebra II	MATH 1350/Algebra for Teachers	MATH 1351/Algebra for Teachers	MATH 1352/Algebra for Teachers	MATH 1353/Algebra for Teachers	MATH 1354/Algebra for Teachers	MATH 1355/Algebra for Teachers
3	AP Human Geography	World History	World History	World History	HIST 1301/US History to 1865	HIST 1302/US History Since 1865	HIST 1303/US History Since 1865	HIST 1304/US History Since 1865	HIST 1305/US History Since 1865	HIST 1306/US History Since 1865
4	Biology	Chemistry	Chemistry	Chemistry	BIO 1400/Biology for Educators	BIO 1401/Biology for Educators	BIO 1402/Biology for Educators	BIO 1403/Biology for Educators	BIO 1404/Biology for Educators	BIO 1405/Biology for Educators
5	#7838 MAPS (TSI Preparation)	World Languages I	World Languages I	World Languages I	World Languages I	World Languages I	World Languages I	World Languages I	World Languages I	World Languages I
6	Fine Arts	(*) Fine Arts Appreciation	(*) Fine Arts Appreciation	(*) Fine Arts Appreciation	(*) Fine Arts Appreciation	(*) Fine Arts Appreciation	(*) Fine Arts Appreciation	(*) Fine Arts Appreciation	(*) Fine Arts Appreciation	(*) Fine Arts Appreciation
7	Health	#7826/5827 COLLEGE TRIAN EDUC 1300 Learning Frameworks	#7952/7953 Human Growth A Development PSYC 2314 Lifespan Growth & Development	#7956/7957 Instructional Practices COEC 1359 or EDAC 2301/ EDSP 2310 Exceptional Learners	#7958/7959 Instructional Practices COEC 1359 or EDAC 2301/ EDSP 2310 Exceptional Learners	#7958/7959 Instructional Practices COEC 1359 or EDAC 2301/ EDSP 2310 Exceptional Learners	#7958/7959 Instructional Practices COEC 1359 or EDAC 2301/ EDSP 2310 Exceptional Learners	#7958/7959 Instructional Practices COEC 1359 or EDAC 2301/ EDSP 2310 Exceptional Learners	#7958/7959 Instructional Practices COEC 1359 or EDAC 2301/ EDSP 2310 Exceptional Learners	#7958/7959 Instructional Practices COEC 1359 or EDAC 2301/ EDSP 2310 Exceptional Learners
8	PE	#1943 Comm. Applications SPCH 1311 Intro to Speech Communications	#5200 PE PHED 1154 Introduction to Physical Fitness and Wellness							
Total possible college credits completed in high school = 64										
High School Courses										

College courses that are NOT taught as dual credit

Courses in red are NOT part of the BA degree.

Last Updated: 11/4/2016 10:39 AM Programs may be revised during the academic year. Please access our official catalog for the official and most current degree and certificate information. Curriculum Maps will be updated annually to reflect required updates.