



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation **General Appropriations Act, Rider 41, 85th 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:

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Grant period from **Pathway 1 and 2: January 1, 2019 - May 31, 2021**
Pathway 3 : January 1, 2019 - June 30, 2020

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.

*Approved as to Form for Dallas ISD:
 Patricia McBrown, Assistant General Counsel 11/8/18*

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
Dallas ISD has a shortage of bilingual teachers. 37,000 students need bilingual services, and roughly 1,500 students are currently not receiving services because the district has 60 bilingual teacher vacancies.	Dallas ISD will continue our strong partnership with UNT Dallas by recruiting paraprofessionals from the district to receive their bilingual teaching certificate from UNT Dallas. This will build a pipeline of teachers that already have a strong knowledge of the district, the students, the community and the responsibilities of a teacher.
Our education prep programs are producing low teacher numbers which negatively affects our recruitment. Our current clinical teachers are down by 15% and we have over 200 teaching vacancies.	Dallas ISD will build upon two of the existing education pathways at Bryan Adams High School and Sunset High School. These funds will secure up to four strong teachers in the education pathways to introduce students to the profession and encourage them to pursue a career in education.
Our paraprofessionals are perfect teacher candidates, but they don't have add'l money nor time to pursue a teaching certificate. Therefore, we haven't converted 1,880 paraprofessionals to teachers.	Paraprofessionals will be recruited to UNT Dallas to pursue their teaching certificate. UNT Dallas is local, heavily invested in Dallas ISD and is willing to create flexibility so paraprofessionals can remain in their jobs while completing their two years of education coursework.

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 2: By Fall 2021, Dallas ISD, in partnership with UNT Dallas, will increase the bilingual candidate pool by 10 certified teachers. These candidates will serve as bilingual teachers in a Dallas ISD school for a minimum of two years. If the pilot program proves successful, the District, in partnership with UNT Dallas, will build a sustainable two-year pipeline that is affordable, local and flexible for paraprofessionals to become bilingual teachers. This program will have potential to produce ten to twenty new teacher candidates every year after.

Pathway 1: By Fall 2021, 10% of the students in the educational pathways at Bryan Adams High School and Sunset High School will attend a teacher prep program after high school graduation.

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

- Benchmark 1: Enroll ten bilingual paraprofessionals from Dallas ISD schools that meet the criteria to enter the UNT Dallas Emerging Teacher Institute.
- Benchmark 2: Board approval of UNT Dallas -Dallas ISD Addendum to the already established three-year Internship Agreement.
- Benchmark 3: The education pathway teachers will have a scope and sequence and have class schedules embedded in the master schedule for the collegiate academies. Pathway classes will be at 100% capacity. The ed. teacher from Skyline will apply and begin taking master-level classes.
- Benchmark 4: UNT Dallas will have a course schedule, curriculum and advisor specific for current paraprofessionals while ensuring all TEA requirements and district policies are met and implemented.

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

Benchmark 1: Dual credit teachers will teach at least one education pathway class and provide at least one opportunity, through TAFE.

Benchmark 2: UNT Dallas students will begin coursework, utilizing the university's resources including tutoring, test prep session and advisor support. After the first year, students will be ready to conduct field experience in Dallas ISD schools.

Benchmark 3: Dual credit teachers receive half of their stipend (\$5,000), will have completed the TEA-led Teacher Institute, and submitted two original master lessons to TEA. Benchmark

4: Collegiate academies will have a marketing plan in place for recruiting the next cohort of education pathway students.

Third-Quarter Benchmark

Benchmark 1: Dual credit teachers will teach at least two education pathway classes and provide at least one opportunity through TAFE for students to explore the education field.

Benchmark 2: UNT Dallas students will begin conducting their classroom observations and clinical teaching placements in Dallas ISD. Students will attend the district's career workshop, school tours, job fairs and graduation celebration. By the end of the school year, all UNT Students will have a guaranteed position as a bilingual teacher in the district.

Benchmark 3: Dual credit teachers will receive the remaining portion of their stipend (\$5,000), will have completed the TEA-led Teacher Institute and submitted two original master lessons to TEA. The teacher from Skyline will have her master's.

Benchmark 4: At least 90% of education pathway students will receive associates degree and diploma. At least 10% of students will work directly with the collegiate academy staff to apply and enroll in teacher prep programs.

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: The existing education pathways at Skyline, Sunset and Bryan Adams have governance meetings every quarter to assess the program's effectiveness. The committee will evaluate the relevancy of coursework, and amount of student experiences such as TAFE. If the coursework is irrelevant and the experiences are not provided, the governance committee will team up with relevant businesses to incorporate current trends, project ideas and problems into the curriculum AND utilize marketing strategics to increase TAFE membership and participation. These efforts should encourage at least 10% of students to attend a teacher prep program. If the pathways don't have 10%, the ed. teachers and counselor will invite teacher prep programs into classes and host a teacher ed. college fair. 90% of pathway students will also acquire both an associates degree in teaching and a HS diploma. If students are struggling academically, teachers will provide tutoring with a focus on differentiated instruction. Pathway 2: We will analyze enrollment numbers to determine if we have met our recruitment benchmark. If Dallas ISD does not initially meet the enrollment numbers, Dallas ISD will refocus recruitment efforts on individual schools within the Sunset and Bryan Adams networks to market the teacher prep program to those paraprofessionals. Building these relationships with individuals familiar with UNT Dallas as well as asking principals for paraprofessional recommendations will provide a personalized recruitment approach. UNT Dallas and Dallas ISD will meet quarterly to discuss the clinical teachers' performance and evaluate the program's effectiveness through classroom video recording, student and mentor surveys, student assessment scores and clinical teacher evaluation scores. The analyzed data will identify ways both organizations can align resources, communicate more openly about program needs and provide more support so clinical teachers are retained as bilingual teachers. UNT Dallas will provide a emerging teacher educator for every student using the Pre-Observation/Post Conversation to evaluate clinical teachers five times a year including video recording, provide three days of professional developments and conduct eight walk-throughs. The results from the assessments and walk-throughs will include coaching to specific needs, modelling classroom management, focusing conversations about professionalism, etc. If students aren't growing and the clinical teacher isn't receiving strong evaluations, then UNT Dallas and Dallas ISD will meet with principals and site coordinators to identify the problem(s) and find solutions that both organizations can tackle together.

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 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- Participants and candidates will commit with an 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.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- 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.

PATHWAY 1- The applicant assures the following:

- Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 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 2019-2021 Grow Your Own Grant Program, Cycle 2 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.

PATHWAY 2- The applicant assures the following:

- The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 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.

PATHWAY 3- The applicant assures the following:

- The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- 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 the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- 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.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Recruitment and Selection: Dallas ISD will recruit four highly qualified education teachers to commit to teaching in the district for two years. Our teacher recruitment team will recruit the teacher candidates through job fairs, university visits and networking events with current teachers. A pool of teacher candidates from Bryan Adams and Skyline will be selected using the following criteria: student assessment data, ability to network with businesses, teaching experience, and an inclusive mindset. Because Dallas ISD has a performance management framework, Teacher Excellence Initiative, the interview questions- aligned to the framework- will give a strong indicator of how the teacher will perform in the classroom. To add more value, 90% teachers who score high on the TEI rubric stay in the district. If the interviewee scores high on the interview rubric, they will more than likely score strong on the Teacher Excellence Initiative. Once a pool of candidates is selected from the teacher recruitment team, the school leadership teams from Bryan Adams High School and Sunset High School will interview them to find the right fit based upon their student demographics, community needs and personality fit. At Bryan Adams High School and Sunset High School, the majority of students are Hispanic, so it will be important to ensure the teachers understand their students' cultures and values, have a strong background in ESL, and are willing to build relationships with families in the community in which the students live. Skyline High School already has strong two education pathway teachers, so the district will utilize the financial resources from the grant to grow the pathway. One of the teachers from Skyline who already has a master's degree will receive the stipend, and the other will enroll in a master's degree program to teach dual credit courses. These two teachers from Skyline will invest in growing the TAFE student organization, providing hands-on experience within the Human Services field through internships at Methodist Hospital and opening up a new cohort of pathway students who can earn dual credit at a Dallas County Community College, so that 140 students can receive their diploma and associates degree in teaching upon high school graduation while recruiting an additional 25 freshmen into the education pathway each year after.

The selected teachers at all three high schools will make a commitment to serve in the district for a minimum of two years. To ensure the teacher fulfills the commitment and continues to in the position, the district will provide several supports including mentor teachers for two years, New Teacher Academy, resources from the Career and Technical Education Departments, tailored professional development, instructional coaches, a workplace coordinator to build a robust education pathway filled with student opportunities and business partners and a collegiate academy principal to support the teacher in instructional, classroom management, parent engagement and marketing the pathway.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Recruitment and Selection: Dallas ISD will recruit our paraprofessional staff including teacher assistants, instructors and substitutes into the UNT Dallas Emerging Teacher Institute. Paraprofessionals will need 60 college credit hours or an associates degree, meet all UNT Dallas admissions requirements, a recommendation from their principal, a commitment to stay in the district for at least two years, fluency in Spanish and English, and a desire to teach in a Bilingual classroom. Dallas ISD, in partnership with UNT Dallas, will host information sessions about the program, will invite potential candidates to shadow UNT Dallas students, and will provide promotional material that covers expectations, program requirements, class schedules and the district-university partnership. Paraprofessionals will also receive regular communication about applying for the program through phone calls, social media, email, and school visits. One of the leading forces to the recruitment message this year is the financial incentive. Dallas ISD paraprofessionals have shown huge interest in becoming a certified teacher, but two huge detractors from starting the program are finances and not having a bachelor's degree. The grant money will make this opportunity a viable option for so many that have already expressed interest in taking the next step to be a teacher of record. And, the candidates originally applying for the AC program will now be able to apply because Emerging Teacher Institute does not require a bachelor's degree. Once candidates show interest through the application, they will be interviewed by UNT Dallas and Dallas ISD to ensure they are the right fit for the program. Because Dallas ISD has a performance management framework, Teacher Excellence Initiative, in place, the interview questions- showing alignment to the framework- will give a strong indicator of how the teacher will perform in the classroom. If the interviewee scores high on the interview rubric, they will most likely be a strong teacher in the classroom. To add more value, 90% teachers who score high on the TEI rubric stay in the district

Support of Teachers: While the student is in the Emerging Teacher Institute, they will receive a strong foundation of pedagogy, methods, and the clinical experience to become effective teachers. Second, UNT Dallas will support the students' passage of the TEXES content exams. The Institute will also provide certified teacher accounts, host practice tests with feedback that is incorporated into the students' coursework, suggest ideal dates for taking the certification exams and passing them, list of test prep resources, and provide tutoring from faculty. Dallas ISD will partner with UNT Dallas to ensure the students receive observer hours in bilingual classrooms, and will be placed as a clinical teacher in a bilingual classroom with a strong mentor teacher. While a clinical teacher, Dallas ISD will support the students by providing a variety of enrichment opportunities including school tours, career workshop, orientation, early access to job fairs, celebrations to prepare them for the district and obtaining a teaching position at one of their schools. Once the students complete the program, they will have a guaranteed bilingual teaching position with the district. To ensure the teacher fulfills the commitment and continues in the position, the district will provide several supports including mentor teachers for two years, New Teacher Academy, support from the Bilingual ESL Department, tailored professional development, instructional coaches and a principal to support the teacher in instructional, classroom management and parent engagement. All of this support for the students, both from UNT Dallas and Dallas ISD, is outlined in the established Internship Agreement approved in June 2018.

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 2019-2021 Grow Your Own Grant Program, Cycle 2 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 teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="3"/>	X \$11,000 =	<input type="text" value="33,000"/>
Number of 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 high schools with existing Education and Training courses in 2018-2019	<input type="text" value="2"/>	X \$6,000 =	<input type="text" value="6,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text"/>	X \$9,000 =	<input type="text"/>
Total Request for Pathway 1			<input type="text" value="44,500"/>

PATHWAY TWO

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

Number of candidates pursuing a teacher certification only	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="10"/>	X \$11,000 =	<input type="text" value="110,000"/>
Request for Pathway 2			<input type="text" value="110,000"/>
Request for Pathway 1			<input type="text" value="44,500"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="154,500"/>

PATHWAY THREE

Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text"/>

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
4 teachers	45,500
10 paraprofessionals	110,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)	BUDGET
TAFE event and conference participation	6,000
TAFE event travel costs	5,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
Supplies	1,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)	BUDGET
TAFE membership, event and conference participation	6,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

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

Indirect Costs

TOTAL AMOUNT REQUESTED

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- € This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- € The plan must include strategies to increase enrollment in each course each year.
- € The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Overview of Coursework:

- Students enrolled in the education pathway will spend most of their freshmen schedule taking general high school courses with the exception of an entry college-level course and the MAPS, Methods for Academic and Personal Success, class. This class prepares students to be success in the college classes, introduces them the education field including job opportunities/salary/education, and provides guest speakers to discuss career and college preparation. At the sophomore level, students continue their high school coursework, but take several more college-level classes. By the time, students are juniors and seniors, they will spend their time in college level-classes.

TAFE

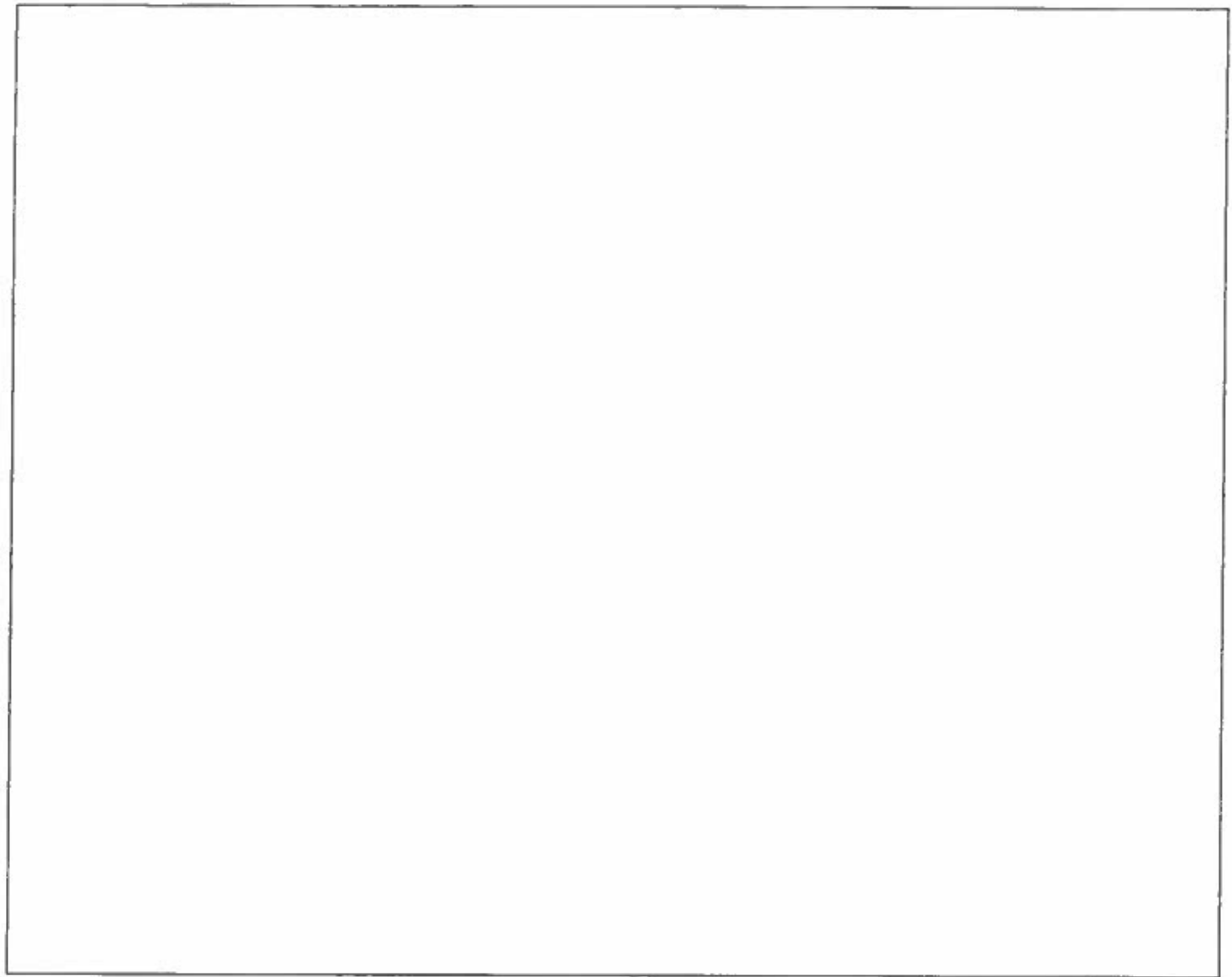
- The District provides resources for Bryan Adams, Sunset and Skyline to grow the TAFE organization including \$1,000 seed money for pathway teachers to fund activities, recruit students, supply materials for parent meetings, travel to competitions, etc.
- The District asks pathway teachers to turn their TAFE membership rosters, create action plans for growing their TAFE chapter, attend the TAFE convention in the summer and assign student leadership roles with the organization.

Student Enrollment

- An incredible resource that the district has funded are work-based coordinators. These coordinators build relationships with the middle school feeders and get involved in the school community. Because of these relationships, the coordinator continues to build a list of prospective students; he/she begins using social media, email, phone calls, in-person visits, presentations, etc. to encourage them to enroll in the collegiate academy.
- Pathway teachers and collegiate academy principals also support the work-based recruitment efforts through promotional events, middle school visits and community presence.

Recruitment and Selection

- The Career and Technical Education Department, in conjunction with the Talent Acquisition Team, look for the following criteria when recruiting pathway teachers: teaching experience, content experience, teaching philosophy, field experience, involvement in past CTSOs.
- Because Dallas ISD is a District of Innovation designee, we can hire CATE teachers that don't have a teaching certificate but have strong field experience.
- We find both candidates with and without teaching certificates through Teach For America, advisory boards, professional development networking, job fairs and social media campaigns.



Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- € The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- € The plan must include marketing and recruitment strategies to increase student interest and persistence.
- € The plan must also include 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.

Student Profile

- The early college staff from Sunset, Skyline and Bryan Adams is open to all students, but recruits quite a few students that are first-generation college students.
- Students need to pass their classes, maintain strong attendance and have parents/guardians approval and willingness to support the program's requirements. Knowing this, school staff recruits students with a willingness to commit to the program, a passion for furthering their education and a desire to teach.

Recruitment

- The Workforce coordinator, early college principal, counselor and education pathway teachers will start in the spring semester recruiting middle school students from their school's feeder pattern.
- The staff conducts campus visits to the middle schools to build relationships with the incoming high school students. The team also builds strong relationships with the middle school principals, counselors and teachers. Because the middle school leadership and faculty are familiar with their strong reputation of the early collegiate academies, they are much more willing to advocate for the program and communicate that message to their students and parents.
- The district hosts a district-wide Discover Dallas ISD event for parents to learn about all the school choices including the education pathways. Parents and students who attend the event and are interested in the pathways can schedule school tours and shadow an education student for a day.

Support

- Once the students enter the program, the school, district and Dallas Community College work together to ensure the program is free of charge, tutoring is offered before and after school, provide test prep from the district and community college, provide social and emotional support so students feel comfortable sharing in class, and train teachers to develop engaging and challenging lessons so students are the active participants in the classroom.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): 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 include 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.
- € The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

€ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Dual Credit

- Each of the high schools partner with one of the campuses in Dallas County Community College. This partnership allows our high school teachers to be employed as adjunct professors with DCCCD and allows our students to receive dual credit free of charge.
- Students are enrolled in Dallas County Community College and throughout their four years of high school, receive dual credit along with credit for their high school coursework.
- Students can earn up to 60 hours of dual credit. If the student earns an associate's degree in high school, universities will accept a transfer of credits. For example, students at Sunset High School who receive dual credit from Mountainview College can transfer all credits to UNT Dallas. In regard to Skyline High School, students are encouraged to obtain their educational credit certification.
- Dallas ISD has an established partnership with Dallas County Community College for students obtaining dual credit.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

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

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Question 4: 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.
- € The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Dallas ISD will work in conjunction with the University of North Texas at Dallas to provide a high-quality, university-based educator preparation program for non-degreed paraprofessionals. Dallas ISD and UNT Dallas Emerging Teacher Institute have an existing partnership under a three-year MOU. Over the last year and a half, the two educational organizations have worked to place clinical teachers in strategic feeder patterns aligned to Grow Your Own Teacher recruitment in our high school collegiate academies. This pathway would allow us to expand upon that existing partnership to recruit, develop, and support paraprofessionals that are already working in Dallas ISD campuses.

The outline below discusses the partnership for selection, training, development, and hiring as developed by the two organizations.

- Dallas ISD will recruit a pool of paraprofessionals that are currently working on a Dallas ISD campus. The recruitment process will focus on selecting candidates that meet both Dallas ISD employment requirements AND the requirements to be accepted as a student at UNT Dallas.
- Upon selection, the paraprofessionals will be entered as students on the UNT Dallas campus and will be entered into an elementary bilingual education degree path. The training involves courses aimed at elevating content knowledge to an expert level, using technology to stimulate student learning, and utilizing social-emotional learning in the development of their students.
- The program is a competency-based clinical model that includes year-long clinical supervision, use of video to analyze student teaching, and use of student perception surveys to develop the program participant. The process ensures continual growth and development utilizing a hands-on approach that allows the paraprofessionals to remain on their own campuses to receive on-the-job training.
- Dallas ISD will offer a plethora of career development opportunities for the cohort of program participants to ensure success after completion of the grant. The opportunities include career coaching, interview workshops, resume reviews, and networking opportunities with principals.
- The program will allow flexibility in the schedules of the participants by allowing them to remain as paraprofessionals on their campus while also gradually taking on the responsibility of planning, co-teaching, and ultimately teaching a section for the class in which they are embedded. All education classes at the university will take place after work hours so that the program participants can fulfill all requirements as designated by TEA.

OPTIONAL Shared Services Arrangement (SSA)

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

Fiscal Agent	County-District Number
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Pathway 1 and 2

2019–2021 Grow Your Own Grant Program, Cycle 2
RFA #701-18-106; SAS #277-19

STATE OF TEXAS §
 §
COUNTY OF DALLAS §

**INTER LOCAL AGREEMENT BETWEEN
THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
AND
DALLAS INDEPENDENT SCHOOL DISTRICT RELATING TO
BRYAN ADAMS PATHWAYS TO TEACHING EARLY COLLEGE
HIGH SCHOOL (P-TECH) AT EASTFIELD COLLEGE**

THIS INTER-LOCAL AGREEMENT (hereinafter referred to as "IA ") is made and entered into by and between the Dallas County Community College District (hereinafter referred to as "DCCCD"), a Texas political subdivision of higher education, on behalf of Eastfield College (hereinafter referred to as "College"), and Dallas Independent School District, (hereinafter "Dallas ISD"), a Texas political subdivision of secondary education, pursuant to the authority granted in compliance with section 29.908 of the Texas Education Code,

WHEREAS, the parties have agreed to this IA regarding the continuation of an Early College High School beginning the fall 2018 academic year, serving grades 9-12, located at Bryan Adams High School and on the Eastfield College campus;

WHEREAS, Services under this IA are targeted toward low-income students, students who are highly motivated and capable but may need additional assistance to realize their potential, students who are English language learners, students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students whose family obligations keep them at home, students for whom the cost of college is prohibitive, and students whose enrollment is not based on merit, discipline, attendance, or teacher recommendation; and

WHEREAS, under this IA, Early College High Schools are small schools with enrollments of 400 or fewer students who will be allowed to earn both a high school diploma and an Associate's Degree, or alternatively, two years of college credit toward a Bachelor's degree; and

WHEREAS Early College High Schools will prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work,

2. Scope of Agreement and Limitations of Authority: The Scope of the Agreement and the parties agree as follows:

A. Governance:

(1) The Early College High School will:

- a. Be governed by state and federal laws and regulations, as well as Dallas ISD and DCCCD rules, regulations, policies and procedures, including, without limitation, policies in the DCCCD Board of Trustees Policies and Administrative Procedures Manual, as they apply to students and faculty while at College, all other applicable rules, regulations, guidelines, and operational memorandum of the College (hereinafter, "DCCCD Policies"). Violators of DCCCD Policies may be removed from the DCCCD Dual Credit Program at the sole discretion of the College;
- b. Operate within the rules and guidelines established by the Texas Education Agency ("TEA") and Dallas ISD; and
- c. Operate within the normal operating hours of the College and/or Dallas ISD as mutually agreed upon by the parties.

(2) The Principal will:

- a. Have the reasonable authority to implement the following, consistent with the rules and guidelines established by TEA, Dallas ISD, and DCCCD:
 - (1) Staffing;
 - (2) Budget;
 - (3) Student assessment, curriculum and scheduling;
 - (4) Professional development;
 - (5) Access to school and student data for ECHS college students with permission of the College; and
 - (6) Parent and community involvement consistent with the mission and needs of the school.
- b. Report to Dallas ISD's Superintendent or his/her designee through the established Dallas ISD governance structure; and will collaborate with the Eastfield College president or designee on matters related to the ECHS.
- c. Serve as the primary contact of and spokesperson for the Early College High School with the community and College partners.
- d. Serve as the manager of any grant by the Texas Education Agency.

(3) Early College Advisory Committee:

- a. Serves as an advisory committee to the Principal and the College President or designee in developing a coherent program across institutions.
- b. Includes, but is not limited to, representatives of Dallas ISD, which are Bryan Adams P-Tech at Eastfield College Pathways to Teaching Early College High School Committee Site-Based Decision-Making Committee ("SBDM"),

- (4) Designate personnel to monitor the quality of instruction in order to assure compliance with the Dual Credit Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College, and Dallas ISD
- (5) Pay salaries of College instructors who teach college courses at the high school;
- (6) Provide an area per Dallas ISD, state and federal requirements that students may eat the breakfast and lunch meals that Dallas ISD provides, as enumerated under paragraph 2.D. (5)., *Infra*, of this IA;
- (7) Collaborate with Dallas ISD employees serving as administrators on the College campus; and
- (8) Provide the same level of security to high school students that it provides to College students.

D. Duties of Dallas ISD: Dallas ISD shall have the following duties:

- (1) Apply to the Texas Education Agency for the establishment and continual approval, as necessary, for an Early College High School; and
- (2) Involve College Faculty who teach dual credit (excluding End-of-Course (EOC) tested courses) courses in design and implementation of such courses to assure that course goals enable students to master the State of Texas Assessments of Academic Readiness (STAAR); and
- (3) Provide and pay the salary of appropriately credentialed high school instructors to teach courses at Dallas ISD; and
- (4) When necessary, provide transportation for students to and from the College campus; and
- (5) Provide breakfast and lunch to students who participate in Program under this Agreement.

E. Faculty: Faculty meeting TEA and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements as appropriate will be provided by College and Dallas ISD.

- (1) Faculty provided by College:
 - a. Shall meet the College's academic credentialing requirements for teaching College courses; and
 - b. Will teach dual credit courses which are not a part of the state's End-of-Course testing program;
 - c. College shall provide and pay the salary of appropriately credentialed college instructors to teach courses at Dallas ISD.
- (2) Faculty provided by Dallas ISD:
 - a. May be designated, if appropriate and meet academic credentialing requirements of the College, as College Adjunct faculty, and
 - b. Will teach high school courses and STAAR EOC tested dual credit courses.

G. Scholarship: In accordance with DCCCD Policies: College will provide tuition scholarship to qualified High School students enrolled in dual credit courses based on the Dual Credit Course Articulation Agreement.

H. Books and Supplemental Materials:

- (1) Based on the mutually agreed upon curriculum aligned plan, College approved textbooks, syllabi, course curriculum and course outlines, applicable to the courses when taught by the College or other instructional venues, shall apply to the courses available under this IA.
- (2) Based on the mutually agreed upon curriculum aligned plan, all agreed upon textbooks, and supplemental materials required for classes, as determined by the Dual Credit Course Articulation Agreement, shall be provided by Early College High School.
- (3) Based on the mutually agreed upon curriculum aligned plan, College approved textbooks purchased by Dallas ISD may be used for the time period consistent with local College practices, but not fewer than 2 years.

I. Recruitment and Enrollment of Students:

- (1) Dallas ISD staff will recruit eighth graders annually utilizing a recruitment plan with input from all stakeholders (i.e. college, industry, and community partners) that include regular activities to inform all stakeholders of the opportunity for a qualified student(s) to attend an Early College High School.
- (2) College will assist and participate with recruitment, enrollment and retention, as necessary, for all students who are qualified and wish to enroll in the Early College High School.
- (3) Should the number of qualified applicants (target student population defined on page 1, paragraph 3) exceed the number of available spaces, a weighted lottery will be used to determine the ninth-grade cohort.

J. Instructional Calendar: College and Dallas ISD will establish an instructional calendar that is consistent with the mutual needs and requirements of both parties.

K. Student Code of Conduct: Any misconduct, behavioral problems, and disciplinary measures resulting from violations of the DCCCD Student Code of Conduct should be reported in writing to the high school administrator. Disciplinary action is then taken by the ISD and the HS Principal. In addition, the College may elect to dismiss or withdraw students from the ECHS program who disrupt the learning environment or have repeated and/or excessive disciplinary infractions in dual credit courses and/or at the college campus. Early College High School students, faculty and staff shall adhere to:

- (1) Policies of Dallas ISD;

of the parties, nonperformance of the party's duties, or the occurrence of a conflict of interest between the parties. Each party shall have thirty (30) days from written notice of an alleged breach to cure the breach.

- C. This Agreement may also be terminated immediately if Dallas ISD has not received authority for ECHS designation renewal from the Texas Education Authority ("TEA"), in compliance with section 102.1091 of the Texas Administrative Code ("Designation"). In the event ISD does not receive Designation, ISD shall provide College with written notice of such non-renewal within ten days of the date on which Designation would be due from TEA.
 - D. Provided, further, that the Parties agree that performance by the College under this Agreement may be dependent upon the appropriation and allotment of funds by the Texas State Legislature (the "Legislature") and/or allocation of funds by the DCCCD's Board of Trustees (the "Board"). If the Legislature fails to appropriate or allot the necessary funds, or the Board fails to allocate the necessary funds, then College will issue written notice to Dallas ISD and either party may terminate this Agreement without further duty or obligation under this Agreement. Dallas ISD acknowledges that appropriation, allotment, and allocation of funds are beyond the control of College.
 - E. If this IA is terminated during an academic term, students enrolled in classes under this IA will be allowed to finish their coursework.
7. **Assignment:** Neither party may assign their interest in this IA without the written permission of the other party.
8. **Limitations of Authority:**
- A. Neither party has authority for and on behalf of the other except as provided in this IA. No other authority, power, partnership, use of rights are granted or implied.
 - B. This Agreement represents the entire Agreement by and between the parties and supersedes all previous letters, understanding or oral agreements between the DCCCD and Dallas ISD. Any representations, promises, or guarantees made but not stated in the body of this Agreement are null and void and of no effect.
 - C. Neither party may make, revise, alter, or otherwise diverge from the terms, conditions or polices which are subject to this Agreement without a written amendment to this Agreement. Changes to this Agreement are subject to the approval of the DCCCD Legal Department.
 - D. Neither party may incur any debt, obligation expense, or liability or any kind against the other without the other's express written approval.
9. **Waiver:** The failure of any party hereto to exercise the rights granted them herein upon the occurrence of any of the contingencies set forth in this Agreement shall not in any event constitute a waiver of any such rights upon the occurrence of any such contingencies.

Dallas Independent School District

To: Michael Hinojosa
Superintendent
Dallas Independent School District
9400 North Central Expressway
Dallas, TX 75231
972-925-3700
hinojosam@dallasisd.org

Either party reserves the right to designate in writing to the other party any change of name, change of person, or address to which the notices shall be sent.

- 13. Nondiscrimination:** Parties to this Agreement shall not discriminate in this Program on the basis of race, color, religion, gender, national origin, age, disability, sex, sexual orientation, gender identity, gender expression, or any other basis prohibited by law.
- 14. Parol Evidence and Status of Agreement:** This Agreement represents the entire Agreement of the parties and there are no representations, inducements, promises, agreements, arrangements or undertakings, oral or written, between the parties to this Agreement other than those set forth in this Agreement and duly executed in writing.
- 15. Signatory Clause:** The individuals executing this Agreement on behalf of Eastfield College and Dallas ISD acknowledge that they are duly authorized to execute this Agreement. All parties hereby acknowledge that they have read, understood, and shall comply with the terms and conditions of this Agreement and the Attachments A and B hereto. This Agreement shall not become effective until executed by each party. Therefore, the parties to this Agreement shall begin their respective duties only after the last party has signed and dated this Agreement.

THIS AGREEMENT IS EXECUTED in duplicate original counterparts effective upon the date indicated above in paragraph 5. Term of this Agreement.

DALLAS INDEPENDENT SCHOOL DISTRICT

By: _____
Dan Micciche **Date**
Board of Trustees President
Dallas Independent School District

Attest: _____
Audrey Pinkerton **Date**
Board of Trustees Secretary
Dallas Independent School District

By:  _____ **4/24/18**
ISD Attorney **Date**
Approved as to Form for Dallas ISD ONLY