



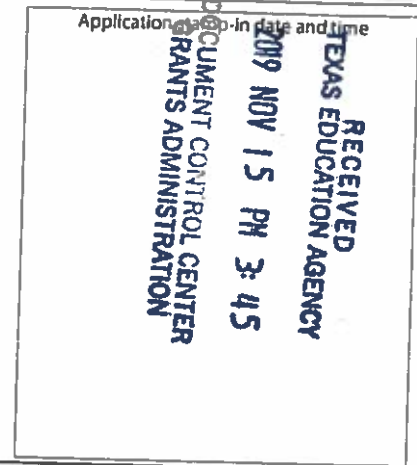
2020-2022 GROW YOUR OWN GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 15, 2019

NOGA ID [Redacted]

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

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

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue, Austin, TX 78701-1494



Grant period from **February 1, 2020 to June 30, 2022**

Pre-award costs are not permitted.

Required Attachments
 Pathway specific attachment [Redacted]

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

Applicant Information

Organization **Duncanville ISD** CDN **057907** Vendor ID **1756001336** ESC **10** DUNS **081551483**
 Address **710 S. Cedar Ridge Dr** City **Duncanville** ZIP **75137** Phone **(972)708-2000**
 Primary Contact **Shalontae Payne** Email **spayne@duncanvilleisd.org** Phone **(972)708-2000**
 Secondary Contact **Kathleen Brown** Email **kbrown@duncanvilleisd.org** Phone **(972)708-2000**

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
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name **Dr. Marc Smith** Title **Superintendent**

Email **superintendent@duncanvilleisd.org** Phone **(972)708-2000**

Signature  Date **10-28-19**

Grant Writer Name **Shalontae Payne** Signature  Date **11/25/19**

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

2020-020704

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
There has been critical staffing shortages and a high turnover rate for the past three years in Sp Ed (54.8%)/ Bilingual Ed (27.8%). DISD currently recruits in these areas with stipends/signing bonuses.	Duncanville ISD will work with paraprofessionals and substitutes who currently hold a Bachelor's degree to obtain a State Board of Educator Certification in the identified areas of shortage through an Alternative Certification Program.
The District has an increasing need for teachers that mirror the demographics of our students. Presently, there's a deficiency in Hispanic teachers (11.2%) to students (53.87%), resulting in a 42.6% difference.	Through an intentional recruitment and selection process, a rubric will be used to verify and align areas of interest and demographics to meet the needs of the district. DISD will create a pipeline for current paraprofessionals/substitutes, students, and alumni to satisfy our teaching needs.
Duncanville ISD lacks an Education and Training Dual Credit Pathway to build a pipeline of educators from our student population that mirrors our student demographics.	DISD will establish an Education and Training Dual Credit Pathway and TAFE chapter that prepares DHS students to earn an educational aide certification, an Associate of Arts in Teaching from MVC, and a 4-year degree from UNTD. The goal is for students to return and teach in hard-to-fill areas- i.e. SPED/Bilingual.

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: By the end of the grant period, 60 students from the P-TECH program and the comprehensive high school population will be on track to earn a minimum of 32 college credits towards completion of the Associate of Arts in Teaching/BS in Interdisciplinary Studies. The Principles of Education and Training course will be available to middle school students for fall 2020 in order to begin the pipeline earlier and begin participation in TAFE prior to high school.
 Pathway 2: By the end of the grant period, 10 DISD instructional support paraprofessionals/substitute teachers will complete a high-need (Bilingual, SPED) content specific Educator Preparation Program; complete required coursework; begin internship; pass all applicable certification exams; and make a commitment to teach in DISD for the next three years.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Pathway 1 benchmarks: In compliance with the MOU, by April 2020, DISD will recruit and select students for Fall 2020 Education & Training P-TECH program dual credit courses. The campus, with assistance from the Mountain View College (MVC), will recruit students to the Education and Training pathway and increase TAFE membership by May 2020.
 Pathway 2 benchmarks: DISD will select 10 in-district paraprofessional/substitute candidates based on a comprehensive rubric and interview process by May 2020. The selected candidates will complete the following: attend an initial cohort meeting; sign the required documentation for participation; select a campus to complete observation hours; and register for applicable test preparation courses.

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

Pathway 1 benchmarks: DISD will establish an Education and Training dual credit planning team in conjunction with MVC staff by January 2020. Students will enroll in credit hours consistent with the program graduation plans. Education and Training students will participate in TAFE activities to support classroom related activities. Practicum students will prepare for and participate in Region 10 South/State competitions and conference. Advanced students will be on-site at various DISD campuses for internship experiences.

Pathway 2 benchmarks: DISD will identify 10 qualified DISD teacher mentors for the 10 selected paraprofessional/substitute candidates by August 2021. Candidates will successfully complete applicable content exam(s) and necessary observation hours on a Duncanville ISD campus.

Third-Quarter Benchmark

Pathway 1 benchmarks: DISD teachers/MVC staff will work with students to successfully complete dual credit coursework by the end of each semester. The P-TECH Education and Training program will complete the required blueprint benchmarks in accordance with TEA regulations. The program coordinator will conduct three site visits to observe practicum students. Students will compete in TAFE State competitions and conference. Students will enroll in Educators Rising to participate in the National Conference and competitions. Candidates eligible for high school graduation who meet the age requirement will complete the application and fingerprinting process for the Educational Aide-I certificate at no cost.

Pathway 2 benchmarks: The selected paraprofessional/substitute candidates will complete remaining exams if applicable, obtain Intern Certificate, interview with campus principals, and begin internships by August 2021.

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.

Under the direction of the Assistant Superintendent of Human Resources, a GYO Leadership Team will be formed to gather and analyze data, feedback, and make continuous program improvements. The leadership team will include district and campus leaders and dual credit/instructional leaders from Mountain View College. After analyzing the district's existing P-TECH evaluation data that was procured over the past two years, the leadership team will develop quarterly SMART goals and supporting objectives, action steps, benchmarks, and performance measures for the student and employee pathways. The P-TECH blueprint will also be utilized to generate reliable data on the effectiveness and efficiency of the GYO program. The following methods will be used to continually evaluate and modify the program for sustainability:

1. Student enrollment in Education and Training courses will be monitored by teachers, counselors, and program coordinators. If enrollment issues are identified, marketing and recruitment efforts will be tailored to fulfill program goals. For the employee program, if 10 candidates are not identified based on the comprehensive rubric, the recruitment process will be repeated and/or modified to obtain additional candidates. If necessary, a second cohort will start in the fall of 2020.
2. Informal/ formal meetings will be held each semester with both employee and student participants to identify areas of strength and areas needing improvement.
3. Qualitative data from student, employee and instructor surveys will be used to modify the program as needed.
4. Student grades and involvement in extracurricular activities, including TAFE, will be monitored. Interventions will be made by teachers/counselors when students need academic and/or social and emotional support.
5. Employee transcripts will be evaluated after each semester to monitor their timely and successful completion of the program.
6. Monthly leadership meetings will be held with MVC to: maintain program communications; ensure that adequate support is provided to GYO participants; create a culture that encourages timely and successful program completion; and foster program sustainability.
7. SMART goals will be reviewed bi-annually and adjusted as needed to ensure program success and longevity.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
 - The LEA will commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
 - Participants and candidates will commit with an MOU to remain in the LEA or partner LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - Adherence to all Performance Measures, as noted in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, and shall provide to TEA, as per deadlines listed on page 26 of the Program Guidelines, quarterly reports on progress towards SMART goals and performance measures as well as candidate information and survey responses to TEA.
 - All grant-funded participants and candidates will be identified and submitted to TEA by May 15, 2020.
 - A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program. A budget amendment must be filed within 7 days if requested by TEA.
 - Applicants agree to amend the number of candidates as requested by TEA on the basis of necessity and data.

PATHWAY 1- The applicant assures the following:

- Each high school will implement the courses described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, with the teachers receiving the stipend as teachers of record for both or either courses.
- Participants receiving the \$10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2021-2022 within the Education and Training Course sequence.
- All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- Participation in the TEA Teacher Institute described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
- Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- All high schools will submit a plan for marketing and student recruitment to TEA each year.
- The LEA will not collect tuition or fees from students as per the program guidelines.

PATHWAY 2- The applicant assures the following:

- The LEA will allow reasonable paid release time and schedule flexibility to candidates for class attendance and course completion.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2022-2023 year.
- A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees no later than May 15, 2020.
- All Pathway 2 (a) certification-only candidates will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
- All Pathway 2 (b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within 2 years and serve as a teacher of record in the LEA by the 2022-2023 school year.

PATHWAY 3- The applicant assures the following:

- The EPP will provide Pathway 3(a) candidates with a residency of one academic year, in-person and on-site coaching and evaluation, at least six on-site observation and feedback cycles per semester and at least two observations of a full lesson per semester.
- The EPP will provide candidates with teacher certification, evidence-based coursework, and an opportunity to practice and be evaluated in a school setting.
- The EPP will provide Pathway 3(b) candidates with training that is at least 4 weeks long, in-person and on-site coaching and evaluation, at least four face-to-face observation and feedback cycles, 12 instructional days with 1 hour of instruction per day, 150 professional development hours, and 30 hours of field-based experience.
- Partner LEAs and EPP will share program performance measures on a quarterly basis.
- EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed, for which the LEA will allow release time.
- Candidates will complete the clinical year or pre-service training within the named partner LEA(s), which will in turn agree to hire candidates upon satisfactory program completion.

Statutory/Program Requirements

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

Pathway 1: DISD plans to implement and sustain a high-quality Grow Your Own Program for our current and future Education and Training pathway. Currently, over 200 students participate in the Education and Training pathway. The inauguration of an Education and Training P-TECH cohort will further drive interest in the pathway and generate additional weighted funding, through HB3 incentive funding, at the district level. This P-TECH program of study will join two existing P-TECH programs already in place at the high school, further supporting the district's initiatives to graduate students with a postsecondary credential and/or industry certification. DISD will focus on continual recruitment and promotion of the program for representatives of DISD's student demographics. For example, as a future teacher for DISD, individuals would reflect the diversity of the student population. With the new components added to the Education and Training pathway the dual credit offerings and the P-TECH cohort model - we anticipate increased levels of excitement and program participation. DISD will conduct quarterly meetings with the Business Office/Finance and the Chief Academic Officer to review the financial stability of the program and the additional revenue generated from weighted CTE funding as a result of the increased number of students in the program. Decisions will be made prior to the grant ending period to incorporate program expenditures into the local CTE budget or supplement the cost through the use of the CTE- Carl D. Perkins federal grant funds. DISD will have events throughout the year to highlight the teaching profession through district-wide announcements, website postings, and distribution of informational fliers at the high school campus.

Pathway 2: A new cohort of candidates will be recruited annually. As the district hires substitutes/paraprofessionals that align with the demographics of the student population and comprehensive rubric, candidates will be identified and recruited. Funds within the district budget will be identified for consideration in an effort to sustain the GYO program beyond the grant funding. The district will continue to seek out grant funding opportunities and partnerships as they become available.

PROGRAM REQUIREMENT 2: Describe the plan to recruit participants/candidates who are interested and eligible in participating in the program and receiving stipends. The plan must incorporate research-based best practices in equitable recruitment and address the process for identifying individuals with potential indicators including a demonstrated track record of success and/or achievement, involvement in student organizations and/or school activities, a desire and commitment to teach long term in the LEA and/or region, strong evaluation ratings (if applicable) and strong relationships with students. The plan must also include strategies to recruit diverse individuals representative of the LEA student population.

Pathway 1: Students will be recruited according to the P-TECH blueprint for the Education and Training program, which requires that the program be open enrollment for all students. However, this recruitment effort will be utilized for students who express interest and desire to teach and further their education in the education field of study. Recruitment and enrollment processes shall identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency and students with disabilities. Enrollment decisions for students will be based on the desire to complete the coherent sequence of coursework through the Education and Training program and the willingness to participate in the TAFE career and student organization. Per the P-TECH blueprint, we will also identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (i.e., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American). We will monitor enrollment and tailor recruitment efforts as needed to ensure that we meet P-TECH Outcomes-Based Measures, which require the population of the program be representative of the district population. Targeted activities will be designed to focus on Hispanic students and female/male students from all ethnicities who demonstrate both academic and extracurricular leadership. DISD's plan to recruit, select, motivate, and market the plan is all-inclusive, addressing every facet of a successful program.

Statutory/Program Requirements

PROGRAM REQUIREMENT 2 CONTINUED:

Pathway 2: Duncanville ISD has obtained a list of potential candidates using district data to identify eligible paraprofessionals (41) and substitutes (153). Eligible candidates will be invited to attend an interest meeting to learn more about the Grow Your Own opportunity in the district. Invitations will be sent by email outlining the targeted certification areas. The Duncanville ISD Human Resources Department will host an interest meeting that will include: an overview of the program; the application process and timeline; benefits and support; and program requirements.

PROGRAM REQUIREMENT 3: Describe how the LEA will equitably select quality, diverse candidates from the pool of eligible candidates who will participate in the program and receive stipends. Include the use of any interview questions, assessment of persistence, recommendations, rubrics, consideration of hard-to-staff areas, or other tools using research-based, equitable best practices.

Pathway 1: DISD will continue to recruit highly qualified CTE teachers for the Education and Training program. Teachers will continue to participate in leadership training to better prepare students for TAFE career and student organization conferences and competitions. Teachers will attend district, state, and national level conferences to stay abreast of changes and updates as it relates to TAFE. Teachers will be encouraged to become active members of the the regional level TAFE organization.

Pathway 2: Based on the discrepancy between our Hispanic staff and student population of 42.6%, preference will be given to candidates based on our targeted demographic and certification areas of bilingual and special education. Through the use of a comprehensive rubric, candidates will be scored in the areas of: teaching ability; classroom management; longevity in the District; ability to foster positive relationships; professional interaction; communication; school fit; school and community involvement. The Duncanville ISD Human Resources Department will: review applications, 2 letters of recommendation (one from a current administrator and one from a teacher they currently support), and other supporting documentation submitted on behalf of interested paraprofessionals and substitutes. Based on the results of the screening process candidates will be selected to participate in the interview process. The interview committee with consist of District stakeholders including those who reflect our target areas of need. The top 10 applicants, will be contacted and extended an invitation to become a part of the cohort.

Statutory/Program Requirements

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

Pathway 1: Teachers will receive ongoing support from the district Curriculum and Instruction department, campus principal, and MVC to successfully implement dual credit courses. Support measures include the following:

1. An instructional specialist will support teachers with lesson design and implementation.
2. The campus principal and assistant principals will provide feedback and support as it relates to classroom management and lesson delivery.
3. Instructional training will be provided by our higher education partners at least twice a year to ensure teachers understand dual credit expectations and the level of rigor required for each course.
4. The CTE department provides multiple training and development opportunities in the area of Career and Technical Student Organizations (CTSO) for all sponsors annually. The CTE department hosts regular CTSO sponsor workshops to support their development and subsidizes all travel, accommodation, and food costs associated with state and national level CTSO competitions.
5. Funding is provided for teachers to attend TAFE Summer Training and obtain direction on CTSO sponsorship. The TAFE State Coordinator also provides guidance through Region 10 South Leadership for TAFE conferences and competitions.
6. Teachers will receive any necessary equipment, supplies and training materials, as well as any sessions for training that relate to the equipment and supplies.

Pathway 2: Each participant will be a part of our District Mentoring Program and will be assigned a mentor at their campus. Each grading cycle, the participant will be observed by their mentor and receive feedback and modeling based on the observation. They will also participate in mentor/mentee meetings that are facilitated by Region 10 and will cover the following topics: Classroom Culture, Parent Communication, Intervention & Enrichment, Engaging Learners through Multiple Response Techniques, Celebrating a Successful Year & Planning for the Future. Participants will also engage in a book study to include reflection on knowledge gained and applied.

PROGRAM REQUIREMENT 5: Describe the MOU in which (1) participants/candidates commit to remain in the LEA for an agree upon length of time as a condition of receiving the stipend and (2) the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

Pathway 1: The district's current MOU with MVC will be amended to add the Education and Training dual credit courses. A flyer outlining the Education and Training P-TECH course map is attached to this application. A GYO addendum will also be added to ensure teacher requirements are clearly communicated to include: a three-year teaching commitment; teaching of Education and Training dual credit courses; leading a TAFE chapter and competition activities; and completing all program requirements to receive a stipend. Teachers will also be responsible for: creating a marketing campaign and student recruitment plan; encouraging students to compete in at least one individual and one dual/group competitive event; and attending professional development workshops and conferences designed for GYO and TAFE.

Pathway 2: Duncanville ISD will create an initial participation agreement that will include participants'/candidates' commitment to: fully cooperate in the Educator Preparation Program pre-assignment requirements within six weeks of being selected; participate in cohort activities to ensure successful completion of bilingual, special education, and applicable content certification exams; attend all mentor/mentee meetings and complete applicable assignments; and remain employed in Duncanville ISD for 3 years after the receipt of their Standard Certification. Duncanville ISD will commit to retaining the candidates with satisfactory program completion and job performance.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="4"/>	X \$5,500 =	<input type="text" value="22,000.00"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of high schools <u>with</u> existing Education and Training courses in 2019-2020	<input type="text" value="1"/>	X \$8,000 =	<input type="text" value="8,000.00"/>
Number of high schools <u>without</u> existing Education and Training courses in 2019-2020	<input type="text"/>	X \$10,000 =	<input type="text"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2020-2022	<input type="text" value="1"/>	X \$10,000 =	<input type="text" value="10,000.00"/>
Total Request for Pathway 1			<input type="text" value="40,000.00"/>

PATHWAY TWO

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

Number of Pathway 2(a) candidates pursuing a teacher certification only	<input type="text" value="10"/>	X \$5,500 =	<input type="text" value="55,000.00"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text"/>	X \$13,000 =	<input type="text"/>
			Request for Pathway 2 <input type="text" value="55,000.00"/>
			Request for Pathway 1 <input type="text" value="40,000.00"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="95,000.00"/>

PATHWAY THREE

Check this box if you are applying for Pathway 3

Number of Pathway 3(a) candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of Pathway 3(b) 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

Stipend for CTSO sponsors -TAFE and Educators Rising - Pathway 1	4,000.00
Mentors for Candidates (\$500 X 10) - Pathway 2	5,000.00

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Consultant for Pathway Analysis - Pathway 1	3,000.00
Educational Aide Certification Fees for students - Pathway 1	3,900.00
Tuition Payment to IHE for Pathway 2 participants (\$4000 X 10)	40,000.00

SUPPLIES AND MATERIALS (6300)

Education and Training course supplies (curricula, materials, consumables, etc.) - Pathway 1	15,000.00
Supplies and materials associated with recruitment, selection and support of students - Pathway 1	1,500.00
Supplies and materials associated with recruitment, selection and support of candidates - Pathway 2	4,000.00
Trips to various colleges/universities to view education programs of study - Pathway 1	7,950.00

OTHER OPERATING COSTS (6400)

Travel for Teacher Institute in June 2020 - Pathway 1	3,000.00
CTSO membership and event participation - Pathway 1	1,650.00
Candidate certification exam and test preparation costs - 10 candidates - Pathway 2	6,000.00

Total Direct Costs 95,000.00

Indirect Costs 0.00

TOTAL AMOUNT REQUESTED 95,000.00

Total Direct Costs plus Indirect Costs

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

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

Pathway 1: Support for Education and Training Program Implementation

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

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

Duncanville ISD Career and Technical Education/College and Career Readiness Department and Duncanville High School will partner with Mountain View College to launch an Education and Training Dual Credit course pathway in Fall 2020. In conjunction with the current TAFE Chapter activities and competitions, CTE will implement three middle school TAFE chapters in the fall of 2020 in order to significantly increase the number of diverse, high-performing, high school students who gain their post-secondary degree/licensure in education and return to teach in Bilingual/ESL and SPED. Duncanville High School (DHS) is a high-poverty, high-minority school with 51.91% Hispanic, 41.89% African American, 2.61% White, 10.31% LEP and 8.95% Bilingual. Of the DHS graduates who matriculate at the post secondary level, 21% are first-generation students. In the future, we could see a significant increase of DHS students who return to Duncanville ISD as fully-licensed Bilingual or SPED teachers. Over the past seven years, six students from DHS have earned their education degree and returned to teach at Duncanville ISD. This grant will accelerate this process. Students will earn an Associates in Art - Teaching (AAT) degree from Mountain View College, which will transfer to a Bachelor of Science in Interdisciplinary Studies with Texas teaching certifications in EC-6 Core Subjects and ESL or Bachelor of Science in Interdisciplinary Studies with Texas teaching certifications in EC-6 Core Subjects and EC-12 Special Education from the University of North Texas Dallas.

Recruitment - The field site teacher recruitment process will target those who have the appropriate teaching credentials for the CTE pathway, and have documented success working with at-risk youth. Our intentional recruitment and selection process will include referrals from district and campus-based leadership, outreach through multiple social media channels, email, promotion at staff meetings, and self-nomination from prospective teachers. Interested individuals will submit an application and letters of recommendation that will be screened for: evidence of measurable student achievement (STAAR), strong evaluation/appraisals (T-TESS), interpersonal leadership, effective problem solving, evidence of success in leading student organizations, exemplary evaluation ratings, firm and positive student-teacher and collegial relationships, and reflection of the diversity of the student population. The final selection process will include an interview of teacher finalists by committee, including administrators, such as campus principal, district and leadership team members, district and higher education administrators to select the two candidates who have the highest potential to teach. The committee will also select an alternate, to provide for the case that a selected finalist is not able to make all final commitments.

Recruitment and Selection of Field-Site Classroom Teachers: Duncanville ISD will establish a Grow Your Own contract during the hiring process to ensure teacher requirements are clearly communicated to include (3) year commitment, teaching of Education and Training Dual Credit courses, leading TAFE Chapter and competition activities, and complete all program requirements to receive stipend. Teachers will also 1) create a marketing campaign, 2) create a student recruitment plan, 3) have students compete in at least one individual and one dual/group competitive event, 4) attend professional development and conferences designed for Grow Your Own and TAFE. Participants selected must possess a standard or life certificate in the state of Texas. They must be currently employed as a teacher and must show measurable evidence of student achievement within a diverse student population. Participants receiving the Dual Credit stipend must hold a Master's degree with 18 credit hours in Education. The agreement also identifies the quality of Dual Credit courses, facilitate communication between educational institutions and protect the interests of all parties. It also indicates the minimum courses to be taken, enrollment requirements, curriculum constructs, grading criteria, data sharing standards, transferability of credit, and student expectations.

Teacher and TAFE Support: Teachers will be supported by the district Curriculum and Instruction Department, campus principal, and the higher education campus in implementing Dual Credit courses. Funding has been provided to attend TAFE Summer Training for direction on CTSO sponsorship. The TAFE State Coordinator will provide guidance through Region 10 South Leadership for TAFE conferences and competitions.

Starting in the middle school students are provided the opportunity to enroll in CTE courses at 7th grade. 7th grade courses include Career Investigations and College and Career Readiness. As students matriculate to the 8th grade, students are afforded the opportunity to enroll in several CTE high school principles level courses. In Duncanville ISD, 8th grade students are required to take a High School Career Prep course that provides them the opportunity to explore the sixteen career clusters, complete career inventory surveys, and complete their four year graduation plan. Counselors at both the middle school and high school are provided CTE/CCR training monthly during the scheduled counseling meeting.

(Required only if implementing dual credit Education and Training courses): IHE and LEA Partnership: Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit. The plan must address the following:

- An explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits
- A description of the timeline to develop the dual credit partnership by the 2020–2021 school year
- A signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings that specifically name courses in the Education and Training sequence

Duncanville ISD has established strong partnerships with Mountain View College and the University of North Texas at Dallas to provide opportunities for high school students who desire to embark upon a career in teacher education. Pathways in Technology Early College High School (P-TECH) with a focus on Education and Training is the newest opportunity offered at Duncanville High School. Students will complete undergraduate coursework to earn an Associates in Art -Teaching (AA) through Mountain View College and continue on to complete a Bachelor in Science in Interdisciplinary Studies - EC-6 & Bilingual Certification at the University of North Texas at Dallas. Students will complete their required high school coursework as outlined in their graduation plan for foundation with an endorsement in public service. Through Dallas County Community College District (DCCCD) and Mountain View College, credentialed Dual Credit instructors will prepare students through a prescribed sequence of courses to satisfy both high school electives and the AA degree. Students will earn a total of 60 hours as follows:
Year 1: 6 credit hours; Year 2: 7 credit hours; Year 3: 24 credit hours; and Year 4: 23 credit hours. Dual Credit Education in Training pathway courses are inclusive in the 2019-20 MOU with DCCCD.

Currently, Duncanville High School and Mountain View College provide P-TECH opportunities in Architecture Design & Automotive studies, T-STEM (computer science, robotics and engineering). The previous establishment of successful Early College High School (ECHS) systems through current programming has been beneficial in the planning stages of the Education and Training program.

Planning and implementation of the Education and Training program are as follows:

Fall 2019

- Initial planning meeting with Mountain View College to establish program guidelines and the course sequence
- Initial recruitment for the 2020-21 9th grade cohort has taken place through counselor meetings at the middle school campuses.
- Parent and student informational meetings have taken place to share the opportunity and application process (the application window opens November 18, 2019).

Spring 2020

- The application window closes on January 31, 2020
- Student notifications will be shared by February 14, 2020
- Student scheduling meetings will be completed by March 20, 2020
- Student TSI prep will be available from March 23 - April 10, 2020
- Student TSI testing will be available on April 14, 16, 21, 23, 2020
- Finalize the course requests for fall 2020 at Mountain View College

Summer 2020

- Students will participate in Summer Bridge to prepare for the 2020-21 school year and beyond (TSI needs, course scheduling needs, organizational needs and self advocacy needs will be addressed)

Fall 2020

- The initial cohort will begin coursework
- Practicum level mentors will be assigned
- Students will have opportunities to extend their learning in the field via site visits at various colleges of education

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 for Training, Support, and Certification

Duncanville ISD has a long standing partnership with Mountain View College through DCCCD through our current dual credit offerings and Texas College and Career Readiness School Models. We are currently seeking to expand our relationship through their TEA accredited Educator Preparation Program for our paraprofessionals and substitutes who currently hold a Bachelors degree, meet the admission requirements of Mountain View College, and are selected as a part of the "Grow Your Own, Stay at Home" Cohort.

The intensive program will expedite the certification process in bilingual or special education and will provide training in content areas, pedagogy, and professional responsibilities. The program will require a minimum of 24 weeks for completion.

Timeline:

- Fall 2019 - Initial contact with Mountain View College to discuss potential partnership expansion
 - April 2020 - Interest meeting in collaboration with Educator Preparation Program (EPP)
 - May 2020 - Grow Your Own Cohort participants are presented to the EPP
 - June-July 2020 - Cohort participants initiate/complete application process with EPP
 - August-September 2020 – Cohort participants began coursework and observation
 - June 2021 – Deadline for completion of pre-assignment requirements and all content exams
 - August 2021 – Successful Cohort participants begin assignment as teacher of record in Duncanville ISD and participate in Grow Your Own Stay at Home
- *** The LEA will maintain continuous communication with the EPP to ensure successful collaboration, cooperation, and completion

Program Sustainability

Cohort participants will receive ongoing support and training throughout the internship year. The support will include:

- Ongoing mentoring at the assigned campus
- Consistent observation and feedback
- Coaching and modeling of best practices
- Scheduling flexibility to meet cohort requirements
- Book study to include reflection and application
- Region 10 Professional Development including but not limited to:
 - o Classroom Culture
 - o Parent Communication
 - o Intervention and Enrichment
 - o Multiple Response Techniques
- Quarterly cohort meetings
- Mentor/Mentee meetings