



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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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

3. Shared Services Arrangements

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

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter in a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The teaching staff of Denton ISD is overwhelming white. 74% of the teaching staff is white as opposed to only 43% of the student population. Many of our students of color do not see someone who reflects them in the classroom.	Through both pathways we will address the discrepancy between teacher and student diversity. This will begin by encouraging students of color to take education and training classes. We will also look for paraprofessionals of color to complete their bachelor's degrees.
48% of the Denton ISD student population currently qualifies for free or reduced lunch. Students who are of the low socio-economic status face significant obstacles to enrolling and completing college.	A dual credit pathway to immerse students in college classes while still in high school will remove many barriers that exist for our students. We will also strengthen current partnerships with universities to not only get our students to college but to ensure that they graduate.
Two hard to staff areas are with our English language learners and students in special education. 15% of the student population is identified as limited English proficient and 12% of our student are in special education. We need teachers to staff these areas.	We will encourage our students in our Education pathway to become ESL, special ed and bilingual certified whenever possible. Preference will be given to those paraprofessionals who will be qualified to teach in one of these high need areas.

5. SMART Goal

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

By the end of May 2023 Denton Independent School district will:
 Add 5 new teachers to the teaching profession from the paraprofessional cohort.
 Increase the number of students enrolled in the education and training pathway by 5%.
 Have at least 15 students graduating with at least 6 hours of dual credit toward their Associate of Arts in Teaching degree.

6. Measurable Progress

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

First-Quarter Benchmark

Teachers of record for Education and Training classes are identified.
 Dual credit classes taught by Denton ISD teacher will begin.
 Five paraprofessionals who have at least 75 credit hours will begin classes.
 MOU's with college and university are finalized.
 High quality curriculum will be taught at the high school level beginning with Principles of Education and Training.

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

Recruitment for future Education and Training pathway students focusing on students of color will happen at all campuses.

Testing and application process for dual credit classes will be complete for the next school year.

Partner college and universities will hold presentations and college visits for students.

TAFE clubs will have participated in at least one competition.

Paraprofessionals will be completing coursework.

Third-Quarter Benchmark

Dual credit students will complete remaining course work.

Students will begin the application process for post-secondary college applications with assistance from career counselors and college staff.

Continued recruitment efforts working with middle school and high school students.

Continued work with partner college and universities to connect students with needed resources for college success.

TAFE students will compete in a competition.

Paraprofessionals will have started their first year as teachers.

7. Project Evaluation and Modification

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

DISD will collect data to effectively monitor program services and identify areas needing modification. There will be multiple sources of data used to evaluate the effectiveness of the program.

The following sources of data will be included to monitor the program.

The number of students enrolled in each Education and Training course.

The number of students who have joined TAFE and competed in a TAFE event.

The number of students who enroll in dual credit Education and Training courses.

The number of students who graduate with at least 6 hours of dual credit.

The number of students who enroll in a two-year or four-year college after graduation to pursue a bachelor's degree in education.

The number of paraprofessionals who successfully complete their bachelor's degree in education.

We will compare our current numbers of participants with the future participants to evaluate any increases or decreases. In the event that our numbers drop in the number of students in the education pathway, we will increase our recruitment efforts directed at the middle school and also elementary school. For students who are not successful in passing required testing for dual credit, we will put additional testing supports in place especially geared toward low socio-economic students, limited English proficient, special ed or students of color. For paraprofessionals who are completing their degree, we will enlist more assistance from the universities to help those students be successful in their programs. Their campus administration will also be asked to provide extra support as needed.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

ALL PATHWAYS:

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

PATHWAY 1:

1. The applicant must assure that each high school campus within the participating LEA will implement at least the Instructional Practices and/or Practicum courses in the Education and Training course sequence in 2021-2022, and at least both stated courses in 2022-2023, with the teachers receiving the stipend as teachers of record for both or either courses.
2. Any participant receiving the \$10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2022-2023 within the Education and Training course sequence.
3. All LEA high schools must establish and/or grow a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event per year each grant year.
4. All LEA high schools must participate in an initial TEA-led Teacher Institute on or around June 28-30, 2021, with participants including Education and Training course teachers, campus principals, and college/career counselors. Principals and counselors will only be required to attend the first day. Attendance by grant managers, IHE/EPP partners, and student ambassadors is recommended and optional.

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

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

PATHWAY 2:

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

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Program Requirements

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

The Grow Your Own grant will be the beginning of the next level of teacher recruitment in Denton ISD. Through our Teach Denton program, students who exhibit natural talents and traits of a great teacher are identified as young as PreK. We have identified close to 1,000 students over the past several years. However we have realized that something has been missing in getting the students from the identified step to taking education and training courses in high school to pursuing a bachelor's degree in education and then returning to become a teacher with Denton ISD. This grant will provide funds that will allow us to bridge some of the gaps that exist in our future teacher pipeline. We hope to create processes where our Principles of Education and Training and Human Growth and Development teachers are able to begin recruiting middle school students who are a part of the Teach Denton program or who have expressed an interest in becoming teachers. The grant funds will allow the recruitment process to begin now but can later be supplemented with CTE funding that will be generated from additional students taking classes. For the current high school students, the grant will allow DISD to start dual credit Education and Training classes which will begin to remove barriers for our students to not only enroll in college but to complete their degrees. Our district currently offers dual credit in many core subject areas and we can leverage what is already in existence with the new classes added to allow students to graduate with significant progress toward their Associates of Arts in Teaching. Our college partners do offer scholarships and tuition waivers for our students who are on free or reduced lunch. A scholarship fund has been set up to assist some our Education and Training students in paying for their college education when they graduate from our program. We have partnerships established with North Central Texas College, Texas Woman's University and the University of North Texas. We are working together to help ensure that our students are successful in college and even into the classroom.

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Program Requirements (Cont.)

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

In order to grow the Education and Training program and therefore grow our future teacher pipeline, we first need teachers who are passionate about teaching and passionate about seeing their students succeed. When identifying which teachers will receive the stipend, we will first look at what they have already been accomplishing in the classroom. Some factors to look at would be: have they already started a TAFE or FCCLA chapter, how many students are competing in club events, have they already planned activities to incorporate younger students, what is their marketing plan for their class, are they committed to staying in Denton ISD long-term. Relationships are the key to growing a program, the more that a teacher is willing to invest herself or himself in the students the more success will be evident. We will seek teachers who do reflect our student population so that the students have a teacher to look up to who looks like them.

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Program Requirements (Cont.)

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

When looking at the paraprofessionals who could potentially receive grant funds to finish their bachelor's degree, these employees will have to go through several steps to be selected. First anyone who is interested would be asked to complete a Google form indicating their interest and to verify that they have at least the minimum number of credit hours and are attending our partner university. Next those who qualify would be asked to complete an on line application including a Teacher Insight assessment. These scores will be used to determine who would be the top candidates, we would focus first on those in the first quartile of scores. Next each candidate would be required to complete an interview with the grant manager where they would need to explain their college plans and in which area they will be certified. All principals of candidates would also be contacted to hear their impressions of the candidate and also how they themselves plan to help grow this candidate into the teacher that they are looking for. In order for our paraprofessionals to truly be successful they need to have principal buy in and support. Finally we will evaluate the remaining candidates giving special consideration to those who will be able to fill a hard to staff position such as bilingual or special education as well as those who reflect our student population.

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.

Denton ISD will support the teachers of education and training through collaboration amongst the teachers who will be working together to increase participation in TAFE. The CTE department will continue to offer time for the teachers to work in PLC's to streamline the curriculum and share resources. The lead education and training teacher will meet with the other teachers to support them with lesson plans and help with organizing their TAFE chapters. The Career counselor at the career center will work with dual credit students to make sure that they have completed all requirements for the dual credit program. We will also continue to foster our partnerships with our local community college and universities to provide supports for our students once they step foot on the college campus.

The paraprofessionals receiving the stipend will receive assistance through their university college of education program in conjunction with their campus principal and staff, the human resources department and the grant manager. Through established relationships with the university, there will be specifically assigned staff to help the students with coursework at the university. The campus principal will commit to helping grow their staff member and be flexible with them as needed to complete their program. The human resources department will assist as needed to help the staff members find positions once they have graduated. The grant manager will check on the paraprofessionals quarterly to see their progress and evaluate any needs that they may have.

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Program Requirements (Cont'd)

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

All participants who receive stipends for the GYO grant will be required to sign a MOU with Denton ISD to agree to continue to work in the district for at least two years while receiving the stipend. The teachers receiving the stipend as teachers of Education and Training courses will also be required to participate in recruiting events with younger students and sponsor a TAFE chapter. Denton ISD will commit to hiring/retaining the candidates contingent upon 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, or Pathways 1 and 2 concurrently. Refer to the 2021-2023 Grow Your Own Grant Program, Cycle 4 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit

4 x \$5,500= 22000

Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit

1 x \$11,000= 11000

Number of high schools **with** existing Education and Training courses in 2020-2021

4 x \$8,000= 32000

Number of high schools **without** existing Education and Training courses in 2020-2021

0 x \$10,000=

Number of high schools offering **dual credit** Education and Training courses in 2021-2023

1 x \$10,000= 10000

Total Request for Pathway 1 75000

PATHWAY TWO

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

Number of Pathway 2(a) candidates pursuing a teacher certification only

0 x \$8,000=

Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification

5 x \$19,000= 95000

Total Request for Pathways 1 and 2 170000

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Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	4 Education & Training teachers stipend	\$20,000
2.	1 dual credit Education and Training teacher stipend	\$10,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Tuition-Paraprofessionals	\$95,000
7.	Printing/Marketing	\$1,000
8.	Substitutes for Paras-10 days per para	\$5,800
9.		
10.		

Supplies and Materials

11.	Classroom & Competition Materials \$2640 x 5 campuses	\$13,200
12.		
13.		
14.		

Other Operating Costs

15.	Travel to TEA conference for 15 people (1 teacher, 1 counselor, 1 principal per campus)	\$15,000
16.	Student Travel for TAFE competitions- \$1000 x 5 campuses	\$5,000
17.	Memberships & Registrations for TAFE or FCCLA \$1000 x 5 campuses	\$5,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$170,000

TOTAL GRANT AWARD REQUESTED: \$170,000

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment

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