



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

NOGA ID [REDACTED]

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

Document Control Center, Grants Administration Division  
 Texas Education Agency  
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 Austin, TX 78701-1494

Application stamp-in date and time

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**Grant Information**

Grant Period **04/13/2018** to **05/31/2020** (Pathways 1 and 2)  
**04/13/2018** to **06/30/2019** (Pathway 3)

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

Pre-award costs are not permitted.

**Required Attachments**

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed. Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

**Applicant Information**

Name **DAYTON ISD** CDN or Vendor ID **146902** ESC # **4** Campus # **[REDACTED]** DUNS # **081500597**  
 Address **100 CHERRY CREEK** City **DAYTON** ZIP **77535** Phone **936-258-2667**  
 Primary Contact **DR. JESSICA JOHNSON** Email **jessica.johnson@daytonisd.net**  
 Secondary Contact **MICHAEL DYER** Email **michael.dyer@daytonisd.net**

**Certification and Incorporation**

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

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

Authorized Official Name/Title **DR. JESSICA JOHNSON** Signature  Date **3/5/18**

Grant Writer Name **MICHAEL DYER** Signature  Date **3/5/18**

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

701-18-106-047

**Shared Services Arrangements**

- Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**  
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter  
 into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.  
 SSAs are not permitted for this grant.

**Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
Dayton ISD has a need for at least 7 bilingual teachers district-wide based on data from the 2017-18 Bilingual Exception.	Develop a process to select currently employed bilingual paraprofessionals to assist them in obtaining a bachelor's degree and bilingual teacher certification.
Dayton ISD has a need for at least 7 special education teachers to work with students in autistic programs district-wide.	Develop a process to select currently employed special ed paraprofessionals to assist them in obtaining a bachelor's degree and special ed teacher certification.
Dayton ISD has a long-term need for a 20% increase in the number of special ed certified teachers to meet the needs of all special ed students served.	Develop a process to select 1-2 currently employed teachers to obtain a master's degree with certification to teach dual credit education courses to high school students.

**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 2020, Dayton ISD will have two programs in place to address the shortage of certified bilingual teachers and certified special ed teachers.

[One program will be a dual-credit set of education classes to encourage high school students to become educators. The second program will be allocation of funds to assist currently employed paraprofessionals (BE/ESL or special ed) in obtaining their teacher certification.]

**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:

- September 2018:
- Teachers and paraprofessionals selected to participate in the program will provide evidence of enrollment at an Institute of Higher Education to the Human Resources Department of Dayton ISD.
  - Instructional Practices course for high school credit will be offered and taught by the teacher selected to participate in the Grow Your Own program.
  - The teacher selected to participate in the program will be the sponsor of the Dayton ISD chapter of Texas Association of Future Educators (TAFE) and will demonstrate evidence of recruiting activities to the campus principal.

**Measurable Progress (Cont.)**

## Second-Quarter Benchmark:

March 2019:

1. Teachers and paraprofessionals in the program will provide transcripts for the Fall 2018 semester as well as provide proof of enrollment at the IHE for the Spring 2019 semester.
2. The TAFE sponsor will provide evidence of active membership and activities completed for the Fall 2018 semester to the campus principal.
3. The course catalog for the 2019-2020 school year will include the Instructional Practices course.

## Third-Quarter Benchmark:

September 2019:

1. Teachers and paraprofessionals in the program will provide transcripts for the Spring and Summer 2019 semesters as well as proof of enrollment at the IHE for the Fall 2019 semester, with a total number of hours completed equaling 12 or more credit hours.
2. The Instructional Practices course for high school credit will be offered and taught by the teacher selected to participate in the program with a goal of achieving a 10% increase in enrollment from the 2018-19 school year.
3. The teacher selected to participate in the program will be the sponsor of TAFE and will demonstrate evidence of recruiting activities to the campus principal, with a goal of increasing membership by 10% from 2018-19.

**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.

1. If program participants are not progressing (achieving a minimum of 3 credit hours per each Fall and Spring semester and 6 credit hours each Summer), a mentor coach (current employee) will be assigned to each participant in need. The mentor coach will assist with tutoring for coursework if possible and will work with participants and campus administrators to look at flexibility for job duties as needed.
2. If enrollment in the Instructional Practices course is not sufficient, utilize resources such as Delta Kappa Gamma, the local chapter of ATPE, Classroom Teachers Association, and TAFE to develop recruitment activities.
3. Connect grant participants with Region 4 study groups.
4. Encourage program participants to make use of the professional library at the Fredda Nottingham Alternative Education Center.
5. Encourage program participants to make use of tutoring services available through the IHE.

**Statutory/Program Requirements**

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

1. TAFE is currently established and has been active for 5+ years at Dayton High School. Recruitment opportunities will include: district-wide open house and college/career night. Current participation is down due to the former sponsor leaving and moving to another district.
2. Education courses were taught until the 2016-17 school year, so they must be re-established in our course catalog and parents/students must be notified through the Dayton High School counseling website, parent meetings, etc. The reason for the discontinuation of the class was the former teacher left and moved to another school district.
3. Current PALS (Peer Assisted Leadership) program will be overseen by the Instructional Practices teacher/TAFE sponsor. The program gives high school students interested in becoming teachers an opportunity to work with elementary aged students (tutoring, etc). Students serving as PALS will be selected via enrollment in the Instructional Practices course and an interview process. This program will also be expanded to include tutoring of high school employee's children who ride the shuttle bus to the high school and are waiting for their parents/guardians to finish work for the day.
4. Work on developing an elective course at Woodrow Wilson Junior High that could serve as a precursor to the Instructional Practices course. Elements of the course could include: lesson planning, developing stations, tutoring, etc. Students in this class could be utilized as tutors after school, working with students waiting for transportation.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding.

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

**Pathway 1**

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

Number of participants 2 times \$13,000 \$26,000

**Pathway 2**

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

Number of participants pursuing BA and certification 2 times \$11,000 \$22,000

Number of participants pursuing certification only 0 times \$5,500

Total of above two lines \$22,000

**Pathway 3**

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

Number of participants  times \$22,000

**Education/Training Courses and Related CTSO Participation and Events**

Number of high schools 1 times \$3,000 \$3000

**Funding Request**

Pathway 1 \$26,000

Pathway 2 \$22,000

Pathway 3

Education and training courses \$3000

**Total grant funds requested** \$51,000

**Statutory/Program Assurances: All Pathways**

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

**Statutory/Program Assurances: Pathway 1**

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

**Statutory/Program Assurances: Pathway 3**

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

**Request for Grant Funds**

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

Description of Activity or Cost	Amount Budgeted
1. June 2018 required conference for campus principal, counselor, and teacher	\$1500
2. 2018-19 TAFE budget	\$1500
3. Masters candidate tuition & expenses for 2 currently certified teachers	\$26,000
4. Bachelors candidate tuition & expenses for 2 currently employed paraprofessionals	\$22,000
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25. Total Requested:	\$51,000
Total grant award requested <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px;"></span>	

Grow Your Own Grant  
Pathway 1 Grow Your Own Program Attachment

**Pathway 1: Master's Degree 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.

2

**Teacher Recruitment and Selection Process:** Applicant must articulate how they plan to recruit and select quality teachers who will facilitate the Education and Training course sequence and receive grant funds to pursue their master's degree.

- The plan must address their 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, recommendations from colleagues, etc.
- The plan must also address how the applicant has considered the following in their recruitment strategy: experience and proficiency of teachers and field-experience-classroom teachers, degree to which the diversity of teacher population mirrors that of the student population, and teachers and field-experience-classroom teachers in traditionally hard-to-staff areas.
- The plan should also include a description of the Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

1. The process for application to the program will be publicized through a district email coming from the Student Services office.
2. Elements of the application will include but not be limited to: number of years teaching, number of years teaching in Dayton ISD, involvement in student organizations, evidence of campus leadership roles, and an essay outlining why the applicant is the optimal choice to receive the grant.
3. Additional indicators to be reviewed as part of the application will include: 3 years of teacher evaluations and 1 letter of recommendation.
4. The deadline for application to the program will be May 1, 2018.
5. The interview committee will be comprised of the high school campus principal, a high school campus counselor, and 3 district level administrators. The committee will review submitted applications and interview up to 3 applicants.
6. The deadline for selection notification will be May 17, 2018.
7. The MOU will include: responsibilities to teach the Instructional Practices course and to be the high school campus TAFE sponsor. The LEA will agree to provide mentorship and potential schedule flexibility. The applicant will agree to remain an employee of Dayton ISD for no less than 5 years – 2 years to obtain the degree plus 3 years after the degree is received.

8. Dayton ISD will provide grant money for tuition and fees up front to selected applicants with the expectation the applicant will refund all monies if he/she either does not pass the course(s) or does not complete the course(s).

**IHE and LEA Partnership:** Applicant must describe the plan to develop a partnership between the IHE and LEA.

- The plan must include an explanation of the potential 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 also include a description of the intended timeline to develop the dual credit partnership by the time of the participant's successful completion of the master's degree program.

Dayton ISD already has an academic partnership with Lamar University in Beaumont, TX for applicants who will be working toward a master's degree through the grant program. The master's programs offered are online at a rate of \$275 per credit hour. Additionally, Dayton ISD already has an academic partnership with Lee College in Baytown, TX for the administration of all dual credit courses offered at Dayton High School. The partnership includes Lee College representatives guiding students through the application process, administering the TSIA at Dayton High School to prospective dual credit students, and reduced course fees for Dayton High School students. Lee College also allows current Dayton High School teachers with the appropriate credentials to teach their dual credit courses. Lee College works with Dayton High School counselors to ensure the appropriate high school TEKS are a part of dual credit courses offered.

**Student Recruitment:** Applicant must articulate how they plan to recruit students to participate in the Education and Training course pathway.

- The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.



- 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.

All Dayton High School students complete a graduation plan with intended endorsements listed during their 8<sup>th</sup> grade year. Counselors then use the information provided to plan student schedules and advise students on appropriate course selection as it relates to the chosen endorsement each year they are in high school. The CTE director for Dayton ISD works with counselors to ensure all courses needed for endorsements are being offered and are a part of the course catalog. It is the goal of Dayton HS to ensure every student has the opportunity to complete a coherent sequence of courses related to his/her chosen endorsement.

Opportunities such as districtwide open house and college/career night throughout the school year will be used to recruit students for membership in TAFE, for the Instructional Practices course, and for encouraging students to become future educators in general. District employees will make themselves available for "job shadowing" opportunities and will speak to classes and/or TAFE meetings as needed to act as a support and encouragement to students planning to become educators.



**Grow Your Own Grant  
Pathway 2 Grow Your Own Program Attachment**

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

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

2

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

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

1. The process for application to the program will be publicized through a district email coming from the Student Services office.
2. The deadline for application submission will be May 1, 2018.
3. The deadline for selection notification will be May 17, 2018.
4. Application elements will include: The number of years working with students, the number of years working in Dayton ISD, involvement in community activities relating to students/student success, leadership roles both in and outside of work, and an essay outlining why the candidate is the optimal choice to receive the grant.
5. Additional indicators to be reviewed will include: 3 years of employee evaluations and 1 letter of recommendation.
6. The interview committee will be comprised of the principal from the applicant's campus, the counselor or assistant principal from the applicant's campus, and 3 district level administrators. The committee will review all applications submitted and interview up to 3 applicants.
7. The MOU will include: expectations for the number of course hours to be completed each semester, including summer sessions and continued job performance expectations. The LEA will agree to provide mentorship and potential schedule flexibility. The applicant will agree to remain in the district no less than 5 years from the awarding of the grant – 2 or more years to obtain the degree/certification and up to 3 years after (not to exceed 5 years total).

8. The district will provide grant money for tuition and fees with the expectation the applicant will refund the money to the district if he/she does not pass the course(s) or does not complete the course(s) of enrollment for each semester.