



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

NOGA ID

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

Application stamp-in date and time

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Grant period from

**February 1, 2020 to June 30, 2022**

Pre-award costs are not permitted.

**Required Attachments**

*Pathway specific attachment*

**Amendment Number**

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

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
 Address  City  ZIP  Phone   
 Primary Contact  Email  Phone   
 Secondary Contact  Email  Phone

**Certification and Incorporation**

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

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

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

Authorized Official Name  Title

Email  Phone

Signature  Date

Grant Writer Name  Signature  Date

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

**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
Recruit and select 9 currently employed teacher candidates from diverse backgrounds without a bachelor's degree to continue degree coursework and graduate with a bachelor's degree and become teacher of record fall 2022.	Transition nine current district Paraprofessionals, Instructional Aides, and Long-Term Substitutes to full-time teaching roles in fall 2022. This grant will enable DVISD to recruit and retain current employees who want to become teachers but cannot financially afford to complete their Bachelor's degree coursework.
In order to increase teacher retention DVISD has a need to grow and recruit future teacher candidates to stay and work in DVISD.	Increase the number of Education and Training courses offered for dual credit each grant year.
The District has identified a need to increase teacher retention amongst teacher leaders who facilitate the Education and Training course sequence at the high school and to increase student interest in teaching	Increase student enrollment in Education and Training classes and CTSO by 10% each year during the Grant period to grow and recruit future teacher candidates to stay and work in DVISD.

**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.

Nine currently employed diverse background teacher candidates will complete their Bachelor's degree in Education from Huston-Tillotson University Adult Degree Completion Program. Nine currently employed diverse background teacher candidates will become teacher of record at DVISD fall 2022.

Increase the number of high school students pursuing teaching as a profession by 10% more than 2019-2020 numbers.

Increase the number of Education and Training courses for dual credit each grant year:

- Instructional Practices EDUC 1300 offered spring 2020 and 2021
- Practicum in Education EDUC 1301 offered fall 2020
- Practicum in Education EDUC 2301 offered spring 2021

**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

Candidates will take the following classes at Huston-Tillotson University beginning Summer 2020. Each five week course will meet once a week for four hours in the evening enabling candidates to remain in their current position at DVISD while pursuing their Bachelor of Arts in Education with EC-6 Generalist certification. 100% of the nine candidates will attend and pass the following courses:

- Fundamental Concepts of Math for Elementary Educ I Math 1350 (3 credits/5 weeks)
- Fundamental Concepts of Math for Elementary Educ II Math 1351 (3 credits/5 weeks)
- Diversity-General SEDL 2301 (3 credits/5 weeks)
- Diversity-African American Studies ENGL 2304 (3 credits/5 weeks)
- Literature for Children and Adolescents ENGL 2360 (3 credits/5 weeks)
- Science Knowledge and Skills in Elementary Schools BIOL 3301(3 credits/5 weeks)

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

100% of the nine candidates will attend and pass the following courses:  
 Instruction for English Language Learners EDUC 3301(3 credits/5 weeks)  
 Design and Application of the EC-6 Curriculum EDUC 3305 (3 credits/5 weeks)  
 Creative Arts: Music, Art, and Theatre EDUC 3311 (3 credits/5 weeks)  
 Language Arts Across the Curriculum RDNG 3321(3 credits/5 weeks)  
 Behavior Management of Exceptional Learners SEDL 3314 (3 credits/5 weeks)  
 Instructional Strategies and Planning (W) EDUC 3303 (3 credits/5 weeks)  
 Fundamentals of Literacy Instruction EC-6 RDNG 3311(3 credits/5 weeks)

**Third-Quarter Benchmark**

100% of the nine candidates will attend and pass the following courses:  
 •K-12 Content Knowledge & Skills w/Cert Exam Prep EDUC 3365 (3 credits/6 weeks) •Classroom Management and Learning Environments EDUC 4302 (3 credits/6 weeks) •Assessment and Differentiation of Instruction EDUC 4306 (3 credits/6 weeks)  
 The two classes below will run concurrently as the candidates' complete student teaching at DVISD.  
 •EDUC 4907 Student Teaching Field Experience (9 credits/12 weeks) University field supervisors will conduct three formal classroom observations during this time period. •EDUC 4307 Student Teaching Seminar (3 credits/12 weeks)  
 100% of the nine candidates will pass their teacher certification exam on the first attempt prior to graduation  
 100% of the nine candidates will graduate May 2022  
 100% of the nine candidates will be teacher of record at DVISD starting August 2022

**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.

The adult degree program utilizes a student cohort model. Students collectively enroll into a sequence of classes that runs for approximately two years. Cohorts typically contain 14 – 25 students. Students will primarily be working with the same group of students during enrollment in this program. Within the cohort, students also work with a smaller group of students in a Learning Team. This program component is designed to encourage cooperative learning, participation, and peer support. The nine DVISD teacher candidates will be going through the cohort together. This cohort will enable them to rely on each other for support and to form study groups. The District will be flexible with the candidates work schedules should they need to leave early for class or study for exams. In addition, substitute days will be budgeted in case a candidate needs days to study for and take their certification exams. The University is also committed to the success of the nine candidates and they will have all University supports available, such as, one to one tutoring and subject specific labs.

**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.

DVUSD identified that there was a greater need in employees needing to complete their Bachelor degree than employees already having a Bachelor's degree and needing to complete an alternative educator preparation program. With this great need came some great challenges in finding a program that fit the grant requirements. In the Austin area, the only institute of higher education that could meet the grant requirements, was Huston-Tillotson University Adult Degree Completion Program. The fee schedule is:

Full-Time Tuition and Fees, Based on 12 Hours Per Semester

- Tuition Package \$5,043.00
- General Fees \$235.50
- Technology Fee \$168.00
- Natural Science Fees Lab Fees (per class) \$90.00
- Library Fee \$25.00

Minimum Total per Semester (Off-Campus) \$5,471.50

Minimum Total per Academic Year (Off-Campus) \$16,414.50

The approximate total for each candidate to complete the program is \$21,000. The teacher candidates will complete a FASFA and will hopefully qualify for Pell grants, TEACH grants, college scholarships, and/or other financial aid. In addition to anticipated financial aid and the grant stipend the District hopes the candidates will not be burdened with student loans. The high cost of this program and lack of other options equates to low sustainability beyond the time line of grant funding. The District is committed to "Growing" their own beyond grant funding and has reached out to University of Texas Austin to develop a similar program focusing on bilingual certification. The University of Texas-Austin announced it is offering full tuition scholarships to in-state undergraduates whose families make \$65,000 or less per year beginning fall 2020.

**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(b) requirements for teachers teaching education courses for dual credit:

- Participants must hold a standard or life teacher certificate in the state of Texas
- Participants must currently be employed as a teacher within the eligible LEA during the 2019–2020 school year
- Participants 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 and be able to be approved by the partner IHE as a dual credit instructor

Pathway 2 (b) requirements for district Paraprofessionals, Instructional Aides, and Long-Term Substitutes earning a Bachelor's degree and being a teacher of record fall 2022

- Candidates must already have a minimum of 75 credit hours towards a bachelor's degree on or before May 15, 2020
- Candidates must have the capacity to graduate with a bachelor's degree and teacher certification within the timeline of the grant
- Candidates must currently be employed as a paraprofessional, instructional aide, or long-term substitute teacher within the eligible LEA during the 2019–2020 school year
- Candidates must have been serving in a capacity in which the majority of their time is spent assisting certified teachers in instructional activities
- Candidates will complete 12 weeks of student teaching field experience at DVUSD further strengthening their commitment to the District

**Statutory/Program Requirements**

**PROGRAM REQUIREMENT 2 CONTINUED:**

Recruitment best practices: •analyze data-(number of openings expected, candidate metrics-including application dates, interview dates, notification dates, number of quality hires from recruitment events-employee referrals, job fairs, social media, calendar of strategic hiring events, exiting staff data to gather trends •create a recruitment calendar and start early - (DVISD has already started the recruitment process for this grant by holding informational meetings) •Online marketing - (DVISD has already sent recruitment fliers to all DVISD employees through the District's email system informing potential candidates informational meeting dates) •Building pipelines-employee referrals and growing an internal pipeline through the Grow Your Own Grant ensures a stronger fit and teacher retention •Rigorous hiring process-teacher candidates will attend an individual structured interview process that will uniformly be used with all candidates and will be notified of acceptance/not accepted into the program •Building a community around talent-growing our own teachers by funding and support of their bachelor's degree and teacher certification programs for currently employed Paraprofessionals, Instructional Aides, and Long-Term Substitutes

**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.

1. Establish a partnership with Huston-Tillotson University Adult Degree Program (ADP) for currently employed candidates who are pursuing a Bachelor degree and teacher certification. A signed letter of commitment or MOU will be presented to TEA for approval if selected as a preliminary awardee.
2. A recruitment flier will be sent to all DVISD employees through the District's email system for a minimum of three times during a two week application period. The flier will explain the employee requirements for applying as a teacher candidate grant recipient. In addition, candidates from diverse backgrounds will actively be recruited and encouraged to apply.
3. All eligible candidates will be invited to attend an informational session explaining the Grant Program Guidelines and MOU requirements which commits them to remain at Del Valle ISD for a period of two school years beginning with the 2022–2023 academic year .
4. Interested candidates will be required to complete an application that will include the certification area they wish to pursue and signature agreeing to MOU requirements.
5. A written essay describing what personal or professional characteristics make you a qualified applicant for the Grow Your Own Grant Program (750 word maximum). The essay must also show evidence of school activities involvement and commitment to completing the Program.
6. Selected candidates must submit three (3) references from DVISD Leadership Position (Vice-Principal, Principal, District Coordinator or District Director) and a written recommendation from current campus principal.
7. Review applicant paperwork with highest rubric scores.
8. Teacher candidates will attend an individual structured interview process that will uniformly be used with all candidates.

Texas Academic Performance Report 2017-2018 District Profile indicates that the diversity of the of the teachers depict the diversity of the students except for the low percentage of Hispanic teachers compared to Hispanic students. If awarded, this Grant could close the Hispanic teacher gap by recruiting additional Hispanic students to join the teaching field and encouraging them to stay with their Alma Mater, Del Valle ISD.

STUDENTS	#	%	TEACHERS	#	%
African American	996	8.9	African American	51	6.2
Hispanic	9,328	83.5	Hispanic	251	31
White	618	5.5	White	488	60
Asian	67	0.6	Asian	11	1.3
Pacific Islander	6	0.1	Pacific Islander	3	0.4
Two or More Race	133	1.2	Two or More Race	6	0.7
<b>TOTALS</b>	<b>11,148</b>		<b>TOTALS</b>	<b>810</b>	

**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(b) supports for teachers teaching education courses for dual credit: The District employs a Career Technical Education Coordinator who is responsible for assisting site principals, and CTE teachers in administering, monitoring and implementing the requirements for a quality CTE program and all grant requirements. The District also employs a CTE Instructional Specialist at the high school who is responsible for coaching, supporting, and guiding secondary teachers in authentic problem based and best practices in CTE. In addition, the District employs a Grant Specialist, who ensures that the Grow Your Own Grant requirements are adhered to and provides support to the teacher in submitting grant documentation, purchase orders, and managing the grant budget.

Pathway 2 (b) supports for district Paraprofessionals, Instructional Aides, and Long-Term Substitutes earning a Bachelor's degree and being a teacher of record fall 2022: The District will allow reasonable paid release time and schedule flexibility to candidates for class attendance and completion of course requirements. In addition, the grant program specialist and campus administrators will continually check in with teacher candidates to discuss and obstacles or hardships they may be experiencing and determine supports that can be implemented.

**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.

Education and Training Courses-Teacher MOU description - As a condition for participation in the grant program and for receiving the associated stipend, the teacher of record will be required to sign a memorandum of understanding which commits them to remain at Del Valle ISD for a period of two school years.

Teacher Candidate MOU Description - As a condition for participation in the grant program and for receiving the associated stipend, candidates will be required to sign a memorandum of understanding which commits them to remain at Del Valle ISD for a period of two school years.

**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  X \$5,500 =

Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit  X \$11,000 =

Number of high schools **with** existing Education and Training courses in 2019-2020  X \$8,000 =

Number of high schools **without** existing Education and Training courses in 2019-2020  X \$10,000 =

Number of high schools offering **dual credit** Education and Training courses in 2020-2022  X \$10,000 =

**Total Request for Pathway 1**

**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  X \$5,500 =

Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification  X \$13,000 =

Request for Pathway 2

Request for Pathway 1

**Total Combined Request for Pathways 1 & 2**

**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  X \$22,000 =

Number of Pathway 3(b) candidates participating in an intensive pre-training service program  X \$5,500 =

**Total Request for Pathway 3**



**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**

Teacher with Master's degree teaching Dual Credit Education and Training courses	10,000
Substitute Teachers (10 days@ \$100)	1,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

University Tuition for 9 teacher candidates	117,000

**SUPPLIES AND MATERIALS (6300)**

Supplies and Instructional Materials	9,100

**OTHER OPERATING COSTS (6400)**

Teacher/Student Chapter Dues, Travel Costs, Transportation Costs	4,060

Total Direct Costs

Indirect Costs

**TOTAL AMOUNT REQUESTED**

Total Direct Costs plus Indirect Costs

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

**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*

**Negotiated/Amended Section**

**For amendments: Choose the section you wish to amend from the drop down menu.**

**Negotiated Change/Amendment**

**For amendments: 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.**

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

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FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_



November 11, 2019

Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas, 78701

Re: 2020–2022 GROW YOUR OWN GRANT PROGRAM, CYCLE 3

On behalf of Del Valle Independent School District (DVISD) and the Board of Trustees, I am writing to express our support for the 2020 – 2022 Grow Your Own Grant Program, Cycle 3.

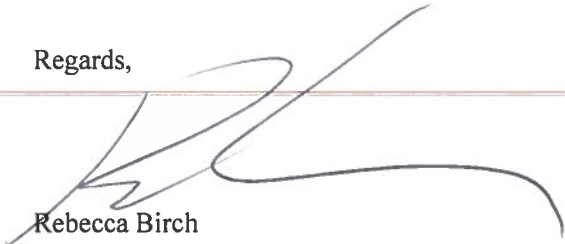
Del Valle Independent School District (DVISD) is a unique and growing district outside of a large urban district in Central Texas that served 10,877 PK -12 students in the fall of 2018. The location and uniqueness of our community often results in a challenge of recruiting and retaining highly qualified teachers in Texas Education Agency's identified teacher shortage areas of bilingual education, at all grade levels.

Limited English Proficiency (LEP) students constitute 40.12% of the student population which is almost two times higher than that of the State (19%). The Bilingual/ESL Education program serves 4,364 students, which is 40.12% of the population. The Career and Technical Education program serves more than 3,540 students, which is 32.55% of the students in the district.

The Del Valle ISD School Board of Trustees is supportive of this competitive grant which will enable nine current employees to earn a Bachelor's degree and become certified teachers in our identified shortage areas. The grant will also enable the District to expand CTE Education and Training Courses with a goal of offering two courses for Dual Credit in the 2020-2021 school year and adding an additional dual credit course in the 2021-2022 school year. By recruiting and growing our own students as teachers, we will be addressing future teacher shortages in Del Valle ISD.

In closing, DVISD School Board of Trustees appreciates the opportunity to apply for this competitive grant and TEA's continuous effort to improve student performance.

Regards,



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Rebecca Birch  
School Board President  
Del Valle Independent School District

## 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

Targeted recruitment goal #1 will be to recruit students that mirror the diversity of our student population. DVISD 2017-2018 District Profile indicates that the diversity of the teachers depict the diversity of the students except for the low percentage of Hispanic teachers compared to Hispanic students. "According to a 2016 report by the U.S. Department of Education, 82 percent of the teaching force is white. But recent studies have shown the promising advantages of a teaching force that more closely resembles the student population. For example, one recent study found that low-income black male students were 39 percent less likely to drop out by high school if they were assigned to a black teacher in 3rd, 4th, or 5th grade. People tend not to understand or appreciate the complexity, creativity, and challenge that is inherent in teaching, the joy it can bring, or the impact they can have while in the role". (Gershenson, 2017) Targeted recruitment goal #2 will be to recruit students early in middle school and/or as they enter High School. "Part of the solution to teacher shortages and problems in education is to engage altruistic young people early tailoring programs to the needs of the communities they serve, which can mean instilling cultural pride in future teachers or building a diverse workforce that truly reflects student demographics. It's worth noting that 60 percent of teachers work just 20 miles from where they grew up". (Simmons, 2018) To achieve this goal, the district will organize meet-and-greet social sessions for potential candidates to get to know top district leadership and learn more about the District and schools.

According to the final report of the spring 2013 Institute of Politics Education Policy Group, Rethinking Teacher Recruitment at Harvard, teacher recruitment should begin early. 44% of the study participants decided they wanted to become a teacher before college. It was noted that the majority of teacher preparation and recruitment programs do not begin to contact high school students before their junior or senior year. Del Valle ISO will begin focusing on early middle school/high school student recruitment, selling high school students on positive student impact, addressing concerns about classroom management, and communicating accurate and precise information about salaries. The results expected will be to improve recruitment, retention and, ultimately; the educational and life outcomes of all students at DVISD.

Strategies to increase student enrollment in Education and Training courses include:

•Early program peer recruitment in the three DVISD middle schools by current FCCLA/TAFE High School student members who will engage and assist students interested in a career in education by helping them explore the teaching profession while promoting character, service, and leadership skills necessary for becoming effective educators. Make and display recruitment posters at all the middle schools. •Promote program through social media avenues, such as, DVISD websites, Facebook, Twitter, fliers, emails, and student/parent informational meetings. •Train and provide school counselors with information and print materials to share with students who inquire about becoming an educator.

Del Valle ISD will become a member of a Career and Technical Student Organization: Family, Texas Association of Future Educators (TAFE) in the 2019-2020 school year and will continue to grow membership and event participation in future years. TAFE is a co-curricular statewide student organization created to allow young men and women an opportunity to explore the teaching profession. Participation in state and national programs and chapter activities help members become strong leaders in family, education careers and communities. TAFE both offer many participation activities throughout the year, such as: Fall Leadership Workshops, Peer Education Training, Career Days, Region V competitive events, State Leadership Conference, Officer Leadership Training, National Leadership Conference, and Life Smarts & Knowledge Bowl. The goal is to participate in one event during the 2019-2020 school year and increase the number of event participation in each future year.

A student and faculty cohort-based model will be implemented to encourage students to enter and persist in the Education and Training courses. Faculty and programmatic cohort advantages include increased program delivery efficiency and enrollment management (Barnett, Basom, Yerkes, & Norris, 2000). Studies indicate the benefits of cohorts include enriching members' learning experiences (Harris, 2006; Lawrence, 2002; Maher, 2005), and providing social and emotional support (Mandzuk, Hasinoff & Seifett, 2003). Studies on program completion show that peer relationships, in the form of meaningful professional and personal connections, are associated with increased motivation for learning, persistence in the face of challenges, and success in program completion (Lawrence, 2002; Maher, 2005; Miller, 2007).

The goal is to offer one course as dual credit in 2019-2020 and adding an additional dual credit course in 2020- 2021 and continue to grow the program as enrollments increase. Successful recruitment strategies will increase student enrollment in these courses by 10% each future year.

•Instructional Practices EDUC 1300 offered spring 2020 and 2021

•Practicum in Education EDUC 1301 offered fall 2020

•Practicum in Education EDUC 2301 offered spring 2021

~~2017-2018 TAPR Postsecondary readiness data (2016-2017)~~ indicates Del Valle students outperformed State/Region students on the Texas Success Initiative Assessment (TSIA) in reading and math. This data indicates that Del Valle students are ready for college level coursework and will be successful in completing dual credit courses.

ELA State - 23.4% Region - 23.2 % Del Valle - 33.4%

MATH State - 19.8% Region - 20.4% Del Valle - 22.5%

Del Valle ISD currently has highly qualified, field experienced classroom teachers who will mentor/host the students as they complete field experiences.

**(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

Del Valle ISD has a long standing partnership with Austin Community College (ACC). The signed letter of commitment was for the 2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2 which was awarded to DVISD. This letter of commitment still pertains to the 2020-2022 Grow Your Own Grant Program, Cycle 3 should DVISD be awarded this cycle. The goal is to continue to add dual credit education courses each year as the program grows. The education class offerings will be implemented according to this schedule:

- Instructional Practices EDUC 1300 offered spring 2020 and 2021
- Practicum in Education EDUC 1301 offered fall 2020
- Practicum in Education EDUC 2301 offered spring 2021

All courses will be offered for the 2021-2022 academic year as successful recruitment efforts come to fruition and class enrollments increase.

The dual credit classes taught at DVISD have been approved by ACC, therefore, the efficiency of earning and transferring dual credit courses are seamless.

**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

Del Valle ISD has already created a partnership plan with Huston-Tillotson University and is in the process of drafting an MOU.

Nine currently employed diverse background teacher candidates will complete their Bachelor's degree in Education from Huston-Tillotson University Adult Degree Completion Program. Candidates will take classes at Huston-Tillotson University beginning Summer 2020. Each five week course will meet once a week for four hours in the evening enabling candidates to remain in their current position at DVISD while pursuing their Bachelor of Arts in Education with EC-6 Generalist certification. The program is approximately 94 weeks allowing the candidates to graduate with a teaching certificate within the grant time line in addition to working their existing schedule at DVISD. Candidates will be expected to graduate in May 2022 and be the teacher of record in a DVISD classroom in August 2022.

The adult degree program utilizes a student cohort model. Students collectively enroll into a sequence of classes that runs for approximately two years. Cohorts typically contain 14 – 25 students. Students will primarily be working with the same group of students during enrollment in this program. The District will be flexible with the candidates work schedules should they need to leave early for class or study for exams. In addition, substitute days will be budgeted in case a candidate needs days to study for and take their certification exams. The two classes below will run concurrently as the candidates' complete job embedded student teaching at DVISD.

- EDUC 4907 Student Teaching Field Experience (9 credits/12 weeks) (University field supervisors will conduct three formal classroom observations during this time period).
- EDUC 4307 Student Teaching Seminar (3 credits/12 weeks)

**Shared Services Arrangement (SSA)**

**(Required only if applicant is acting as a fiscal agent on behalf of one or more LEAs)**

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

<b>Fiscal Agent</b>	<b>County-District Number</b>

<b>Member LEA</b>	<b>County-District Number</b>





**Dr. Richard M. Rhodes • President/CEO**

Highland Business Center • 5930 Middle Fiskville Road • Austin, Texas 78752 • 512-223-7000

January 24, 2019

Kelly Crook, Ph.D., Superintendent of Schools  
Del Valle Independent School District  
5301 Ross Road  
Del Valle, Texas 78617

Dear Dr. Crook:

On behalf of Austin Community College (ACC), I am writing to express our support for the 2019 – 2021 Grow Your Own Grant Program, Cycle 2, awarded to Del Valle Independent School District (DVISD).

Specifically, ACC intends to support grant requirements by continuing our partnership with DVISD to expand Career Technical Education with a goal of offering one Education and Training Course for Dual Credit in the 2019-2020 school year and adding an additional dual credit course in the 2020-2021 school year. ACC and DVISD will work in partnership to ensure additional courses and/or faculty meet ACC requirements for college credit and faculty hire.

The current Memorandum of Understanding (MOU) between ACC & DVISD outlines the existing partnership agreement for the period of August 27, 2018 – August 31, 2019. Austin Community College intends to renew the MOU on or before September 1, 2019, in which it is our intention to include EDUC 1301 - Introduction to the Teaching Profession in Appendix B: Dual Credit Program.

Sincerely,

A handwritten signature in blue ink, appearing to read "R.M. Rhodes", with "For R.M." written in smaller text to the right.

Richard M. Rhodes, Ph.D.  
President / CEO