



**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:

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 Texas Education Agency  
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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 **Palestine Independent School District** CDN or Vendor ID **001907** ESC # **7** Campus # **001** DUNS # **095444048**  
 Address **1007 East Park Avenue** City **Palestine** ZIP **75801** Phone **903-731-8000**  
 Primary Contact **Chris Kiser** Email **ckiser@palestineschools.org**  
 Secondary Contact **Suzanne Eiben** Email **seiben@palestineschools.org**

**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 **Jason Marshall, Superintendent** Signature *Jason Marshall* Date **03/08/2018**

Grant Writer Name **Chris Kiser** Signature *Chris Kiser* Date **03/08/2018**

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

**701-18-106-013**

**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
Ethnic Diversity	Education and Training Cluster-This program is designed to recruit and train students as they go through a rigorous coherent sequence of classes which include dual credit classes. We dedicate funds to pay for an associate's degree for all students pursuing a career in education.
High Quality Staff in Areas of High Need	The Education and Training Cluster is designed to place students, paraprofessionals, aides, and long term subs with mentor teachers. The mentor teachers will provide opportunities for all students to monitor quality instruction, create/modify lesson plans, and provide small group instructional opportunities.
Reduction in Teacher Turnover	The Education Cluster provides opportunities for all candidates involved to work hand in hand with lead teachers which includes instructional activities during the school day and community events in the evening and/or weekend. We believe it is critical for staff members to become involved/vested in the community.

**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.

PISD has made the decision to Grow Our Own educators. The Grow Our Own Committee has put measures in place that will have an immediate impact on our district. The plan consists of the following: A. Established the Education and Training Cluster for students interested in a teaching career. The plan begins with students on the JH campus researching careers. B. Established a rigorous dual credit program on the high school campus that will pay for an associate's degree for all students pursuing the teaching profession. We understand and feel the shortage of high quality teachers across the state. C. Established TAFE as a student organization on both the JH and HS campuses. We currently have 30 members in place. D. Identified high quality paraprofessionals, instructional aides, and long term substitutes who wish to earn a bachelor's degree and teacher certification. We hope to produce our first round of teachers in 2020 and see no obstacles in our way.

**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:

Summer I/II-(2018) Each candidate is assigned to a team which consists of the following: mentor teacher(s), counselor, campus and central office administrator. The group will meet 4 times throughout the quarter to discuss progress on coursework, future coursework, provide necessary support, and have instructional conversations as related to current job assignment. PISD will provide professional development opportunities throughout the quarter. The focus for this summer will be:  
 A. Effective and Efficient Instructional Practices-Mentor teachers will lead the session with support from instructional coaches, campus and district administration.  
 B. Classroom Management-As a district, we feel classroom management is a critical factor in the success of students and staff alike. The training will be hosted by staff members with teaching experience ranging from one to thirty years.

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

Fall/Spring-(2018-2019) Team(s) will review administration and mentor teacher evaluations for each candidate. Team conversations will take place regarding strengths/weaknesses of the candidate(s) and provide feedback/suggestions on focus areas. The team will provide support for growth which may include a specialized workshop/training or being placed in an instructional setting that allows opportunities for growth in particular areas. The team will review performance of college coursework for the second quarter and look at and plans for the third quarter. The team will meet four times during the quarter with two meeting being held each semester. The district has plans to budget funds for substitutes which allows candidates the opportunity to take classes towards the end of the school day and has also built in relief days as we understand the demands of a full time job and being a full time college student.

**Third-Quarter Benchmark:**

Summer I/II-(2019) Team(s) will review performance of college coursework for Summer I/II and will review degree plan along with transcripts. This will give a clear picture on the plan for Fall/Spring schedule with a potential May (2020) graduation date. Professional Development topics for the summer will include:

A. Differentiated Instruction-This is a key component to the success of all students as it provides learning opportunities on different levels according to specific student needs

B. Communication-Communication plays a tremendous role in the educational process. Our administration, along with several key staff members, will facilitate scenarios regarding effective and poor communication.

The team will have instructional related conversations and discuss expectations as related to current job assignment.

**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.

We feel the measures in place will give us data relatively fast and let us know if changes need to be considered. This is how we plan to review our data:

A. Education and Training Cluster-The numbers for students entering the Education and Training Cluster will change as each school year begins. We will track the number of students signing up for the coherent sequence of courses beginning with their 9th grade year. This will tell us if the recruitment of educators is increasing or decreasing. If we see that the program is not growing, then we must approach the recruitment process in a different manner. This may include a more informative description of the education cluster while students are on the junior high campus. We can accomplish this through a careers class in which all junior high students are required to take.

We also have the ability to track the ethnic breakdown of students enrolled in the Education and Training Cluster. It is our goal for the ethnic breakdown of the staff to mirror the ethnic breakdown of our students. If we see that a particular group is being misrepresented, then we can search for ways to get that particular student group involved in the education pathway. This may involve the use of guest speakers, positive praise from staff members regarding a career in education, and/or using TAFE as a way to get students interested.

B. Dual credit program-We have established a fantastic dual credit program on the high school campus. We expect the numbers to increase as each new year begins. We have a way to track the number of students pursuing the education field and will track the ethnic breakdown of college bound students. If we find a discrepancy in the diversity of the group we must find ways to change the trend. This may include the following: having review sessions for students not able to pass the Texas Success Initiative(TSI), offering dual credit classes at night, extending learning opportunities for English-language learners, and/or pushing/challenging our students so they believe they will be successful taking dual credit classes.

C. Paraprofessionals, instructional aides, and long term substitutes-Our Grow Your Own Team will be the key to success for the group. We have effective measures in place to indicate if someone is having trouble meeting program requirements in their job assignment and/or coursework. The team shall walk each candidate through the process to ensure success.

**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.

The Education and Training Cluster is currently in place at Palestine high school. The program is under the direction of a certified classroom teacher with multiple years of experience. The following measures are in place to help in the Grow Your Grant Process:

A. We have established the Education and Training Cluster and offer the following coherent sequence of courses:

9th grade - Principles of Education and Training. The class is designed to introduce learners to the various careers available within the Education and Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the cluster. Students will develop a graduation plan that leads to a specific career choice in the student's area of interest.

10th grade - Human Growth and Development. This is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, and social development milestones. The course covers material that is generally taught in a post-secondary. It is a one semester introductory course in developmental psychology or human development.

11th grade - Instructional Practices in Education and Training. This is a field based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of a pair of teachers with knowledge of early childhood, middle childhood, and adolescence education. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop instructional materials, and complete other responsibilities of teachers, paraprofessionals, trainers, or other educational personnel.

12th grade - Practicum in Education and Training. This is a field based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of a pair of teachers with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary, middle school, and high school aged students.

All parents and 8th grade students will meet with junior high and high school counselors to discuss career pathways and four year plans. The students interested in the Education and Training Cluster will enroll in the training cluster and follow the 4 year Education and Training Cluster.

Palestine High School currently has 30 student members belonging to the Texas Association of Future Educators(TAFE). The district has also established a TAFE membership for junior high students and currently has 10 students in membership. The district hosted the Region 7 TAFE competition in December with a tremendous turnout from schools across the region. We are very proud of our students as 20 qualified for the TAFE state competition.

**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  times \$13,000

**Pathway 2**

Check this box to apply for grant funding under Pathway 2.  
 Number of participants pursuing BA and certification 8 times \$11,000 88,000  
 Number of participants pursuing certification only 2 times \$5,500 11,000  
 Total of above two lines 99,000

**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 3,000

**Funding Request**

Pathway 1   
 Pathway 2 99,000  
 Pathway 3   
 Education and training courses 3,000  
 Total grant funds requested 102,000

**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.	Participant tuition costs	91,000
2.	Substitute teachers	8,000
3.	Instructional materials and resources for the delivery of instruction in Education and Training class	3,000
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Total grant award requested		102,000

**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.

**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.

PISD invited paraprofessionals, instructional aides, and long term substitutes to a meeting to discuss the Grow Your Own Grant. Each candidate was given a copy of the requirements for Pathway Two, pages 10-11, from the Program Guidelines. The meeting allowed the administration time to discuss grant guidelines and provided time for a question/answer session. All candidates interested in the grant were required to complete an application and were asked to submit college transcripts. The transcripts allowed the Grow Your Team the opportunity to check on core complete status. The meeting was productive and exciting as we had 32 candidates attend and submit applications. We started the process with 32 candidates and selected the top 10 candidates using the following process:

- A. Applications, college transcripts, and performance in current assignment were reviewed by campus mentor teachers, campus and central office administration.
- B. Campus teachers and central office administration reviewed instructional data which included evaluations and classroom observations for each candidate.
- C. When selecting the candidates, PISD used quantifiable data such as ethnic diversity, highly qualified staff in high need areas, and those involved in community service.

The candidates selected for the grant entered into a partnership with PISD and were given a Memorandum of Understanding (MOU). The MOU included the following:

- A. Purpose of the grant as stated by TEA along with the goals of PISD regarding Grow Your Own Grant.
- B. Areas of high need as identified by the Comprehensive Needs Assessment are listed in the MOU.
- C. A timeline in which targets/milestones should be met/accomplished are listed in the MOU.
- D. Employment: Candidates must agree to 3 years of Employment once degree/certification is obtained.