



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th 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
 RECEIVED
 TEXAS EDUCATION AGENCY
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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021
Pathway 3 : January 1, 2019 - June 30, 2020

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
Rural location and low pay(\$14,000 below the state avg.) cause high turnover rates (25%) making hiring qualified teachers difficult.	Use the Grow Your Own Program and the Educator pathway to help district employees and students who are already invested in the school and community receive degrees and teaching certifications.
Recruit and retain highly qualified teachers whose diversity better reflect the student population.	Use the Grow Your Own and Educator Prep. pathway in tandem to encourage students, paraprofessionals, Instructional Aides, and substitutes to become certified educators. Programs such as these enable the district to target personnel from specific populations using a merit based process.
Recruit and retain highly qualified teachers with Masters degrees who can teach dual credit classes in hard to hire subject areas such as STEM/CTE/Education	Use funds from Pathway 1 to allow our Ed. Prep teacher to complete her Masters degree with 18 hours of graduate education classes. Shw will then be able to offer dual credit classes to students in our Ed. prep pathway. This will spark interest and better prepare future educators.

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.

The goal of writing for this grant is to receive funding which will enable two things to happen:
 A. A teacher employed by Palestine ISD will earn her Masters Degree and become qualified to teach the Educator Preparation classes so that students receive dual credit for courses in the pathway for the 2019-2020 school year.
 B. Ten instructional aides with high potential, will return to school and earn their bachelor's degree and teacher certification. Palestine ISD will promise/guarantee employment for those completing the process.
 The Grow Your Own Grant will allow PISD to offer dual credit opportunities for students within the education career pathway. This will allow students a great opportunity to learn the profession as hands on experiences will be provided.

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

August 2019-All candidates for the Grow Your Own program have been identified, meet the guidelines for the program, and have signed a MOU with the district which promises 4 years of employment.
 Pathway 1
 Educator Prep Instructor will have taken or be enrolled in 9 or more hours of graduate level courses from a specified Masters of Education degree plan.
 Pathway 2
 Instructional Aides, paraprofessionals, and long term substitutes will have completed or currently be enrolled in 15 or more hours to be applied towards an educational degree plan. Each participant will be expected to maintain a minimum GPA of 2.5 in their undergraduate course work.

Measurable Progress (Cont.)

Second-Quarter Benchmark

January 2020

Pathway 1-Education Prep Instructor will have completed a minimum of 9 graduate hours. They will also be enrolled in 9 or more hours of graduate level courses from a specified Masters of Education degree plan. The instructor will be expected to maintain a minimum GPA of 3.0 in all graduate coursework.

Pathway 2-Instructional Aides, paraprofessionals, and long term substitutes will have completed a minimum of 15 hours and currently be enrolled in 15 or more hours from their personalized degree plan. Each participant will be expected to maintain a minimum GPA of 2.5 in their undergraduate course work.

Third-Quarter Benchmark

August 2020

Pathway 1-Education Prep Instructor will have completed a minimum of 18 hours and will currently be enrolled in 9 or more hours of graduate level courses from a specified Masters of Education degree plan. The instructor will be expected to maintain a minimum GPA of 3.0 in their graduate course work.

Pathway 2-

Instructional Aides, paraprofessionals, and long term substitutes will have completed a minimum of 36 hours and currently be enrolled in 15 or more hours to be applied towards a BS degree in Education. Each participant will be expected to maintain a minimum GPA of 2.5 in their undergraduate coursework.

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.

Data from benchmarks will be analyzed and actions taken immediately to facilitate the success of participants. If the participants are struggling to keep up with expectations of the course load, our partners from Stephen F. Austin State University, Trinity Valley Community College and the Region 7 Service Center provides professional development days which allows time for tutoring, meeting with mentors and provides targeted professional development workshops. A second way participants will be supported is through cohort meetings and an open line of communication with grant supervisors who are tracking progress for each participant. This opens the line of communication and allows communication/feedback opportunities for all parties involved.

A third method of support would be to enact a flexible work schedule to allow participants an opportunity to complete assignments or attend mandatory training sessions.

The final evaluation of this will be the ability of the participant to complete their degrees and become employed by the district as a certified teacher. As challenges are identified a cohort group approach to solving problems will be utilized. The participants will have an exit interview regarding their experiences and the data will be used to improve the program for the next cohort group. Cohort members from the first group will provide valuable insight to the newest members and will be partners along the journey. This process will help the most recent group of Grow Your Own candidates realize the program alignment does work and will result in a college graduation and employment. District and campus level administrators will be assigned to Grow Your Own candidates and will evaluate data throughout each quarter. If issues/problems/challenges arise a team a team consisting of district administrators, partners from the IHE, and the Grow Your Own candidate will meet to discuss supports for the problem(s).

We are a firm believer in the Grow Your Program and certainly believe issues are going to surface. We understand the State of Texas is 25,000 teachers short and less than 5% of students entering college are majoring in education. We must work through issues with candidates and do our part to help them experience success. Our team is ready, willing, and able to make the necessary adjustments for our Grow Your Own candidates.

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 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- 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.

PATHWAY 1- The applicant assures the following:

- Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 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 2019-2021 Grow Your Own Grant Program, Cycle 2 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.

PATHWAY 2- The applicant assures the following:

- The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 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.

PATHWAY 3- The applicant assures the following:

- The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- 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 the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- 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.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the 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, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Palestine ISD currently has a thriving Education and Training Cluster for students interested in a career as an educator. A 4 year coherent sequence has been established and includes the following courses: Principles of Education, Human Growth and Development, Instructional Practices in Education and Training, and Practicum in Education and training. We currently have over 75 students enrolled in the education cluster with the ethnic breakdown as follows: 40% Hispanic, 30% African American, and 30% White. The diversity of students within the Education cluster is a good reflection of the districts overall makeup and consists of 60% of the students being Economically disadvantaged.

A critical step in the advancement of the program is to establish a 6 year plan. The plan will lay-out a schedule in which students receive enough dual credit to become Certified Instructional Aides and employees of the district upon graduating high school. This will allow them to move into Phase I of the Trinity Valley Community College and Stephen F. Austin educational degree plan.

Sophomores in the Educational Prep program will apply to be in the Grow Your Own Teacher program and will run in tandem with the Education prep classes. Students who enter the program will have 100% of their college paid for and will work closely with high school and college advisors. SFA and TVCC staff will hold regularly scheduled meeting for Grow Your Own participants which enables cohort students an opportunity to interact, socialize, and build relationships with professors from the College of Education. The scheduled meetings will take place at Palestine ISD Central Office to ensure all participants have an opportunity to attend. A wide range of topics have already been established and shall include: developing routines and procedures, teacher presence and voice, and using technology to engage students. Admissions counselors, academic counselors, and Educational Department heads will be present and active at the meetings.

A minimum of 120 hours is required for students to earn a degree. To be eligible for the GYO program, teacher candidates must sign a MOU with the district which commits the candidates to the district for four years after graduation.

Stephen F. Austin University has supplied several degree plan options for our GYO candidates and has scheduled several family nights during the school year to help students complete FAFSA forms and to discuss class scheduling options.

PISD invited paraprofessionals, instructional aides, and long term substitutes to a meeting to discuss the GYO Program. Each candidate was given a copy of the requirements for Pathways 1 and 2 and provided time for a question and answer session. All candidates interested in the grant were required to complete an application and were asked to submit college transcripts. The meeting was productive and exciting as we had 32 candidates attend and submit applications. We have reviewed evaluations of the candidates, looked at school and community involvement, looked at ethnic diversity, and how each candidate has established relationships with students and staff alike. When looking at the evaluation tools we narrowed the applicant pool to 11 candidates. We feel the candidates selected for the program are very strong and will make a tremendous impact whenever they graduate and earn a teaching certificate.

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 goals of PISD regarding the 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 4 years of employment once degree/certification is obtained

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

The Grow Your Own committee reviewed the Needs Assessment for the district to determine what the Grow Your Own Program should look like for the district. The needs assessment clearly identifies several areas in which the district must improve in order to grow a quality instructional staff. The areas include the following:

- A. Teacher retention-The turnover rate for Palestine ISD is about 25%. In order for the students to have consistent instruction across the district we must address the high turnover rate. The Grow Your Own Grant will allow us to hand select staff members we feel are going to be with the district for an extended period of time.
- B. Ethnic Diversity-The Grow Your Own Program will also allow us the opportunity to recruit staff members to mirror the demographics of the district. The district is changing fast as our Hispanic population is now above 40% while our White and African American population are both at 30%.
- C. Low Pay-The district pays starting teachers \$14,000 below the state average. We do not have individuals nor families looking for employment in Palestine, Texas. We have no choice but to Grow Our Own and this program provides the perfect opportunity to get the process started.

PISD held a Grow Your Own meeting in which paraprofessionals, instructional aides, and long term substitutes were invited to learn about the Grow Your Own Grant. The turnout was fantastic and the quality of candidates were outstanding. The meeting certainly opened the eyes of the committee as we realized we have valuable teaching candidates already working within the district. We were amazed at the number of paraprofessionals who already had over 60 hours of college credit and several others has Bachelors degrees from other countries. The candidates completed an application and wrote an essay explaining why they wanted to become an educator and then were asked for a copy of their college transcripts. The committee used the needs assessment along with other critical factors when narrowing down the selection of candidates. PISD can be a difficult place to work if you do not understand the needs of economically disadvantaged students. We are about 78% economically disadvantaged across the district and the number seems to be growing each year. Our paras, aides, and long term subs understand our kids and the community. We need to put resources into their education and guarantee them employment as they will not be shopping around for other jobs. We have several high need areas and do believe the Grow Your Own Program is a fantastic way to address the teacher shortage.

Palestine ISD has a tremendous partnership with Trinity Valley Community College and Stephen F. Austin University. An MOU is already in place as the university is very excited about the Grow Your Own Program. Palestine ISD and the Grow Your candidates also have an MOU in place which guarantees the candidates employment upon graduation and teacher certification. The MOU also guarantees four years of service with PISD upon completing the bachelors degree and teacher certification. This is certainly a wonderful deal for all parties involved.

The district has several high need areas in which Grow Your Own candidates will address. The high need areas are as follows: Special Education, Bilingual Education, Math-all levels, and Reading-grades 2-5.

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 2019-2021 Grow Your Own Grant Program, Cycle 2 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 teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="1"/>	X \$5,500 =	<input type="text" value="5500"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="1"/>	X \$6,000 =	<input type="text" value="6000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text"/>	X \$9,000 =	<input type="text"/>
Total Request for Pathway 1			<input type="text" value="11500"/>

PATHWAY TWO

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

Number of candidates pursuing a teacher certification only	<input type="text"/>	X \$5,500 =	<input type="text"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="10"/>	X \$11,000 =	<input type="text" value="110000"/>
			Request for Pathway 2 <input type="text" value="110000"/>
			Request for Pathway 1 <input type="text" value="11500"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="121500"/>

PATHWAY THREE

Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	<input type="text"/>	X \$22,000 =	<input type="text"/>
Number of candidates participating in an intensive pre-training service program	<input type="text"/>	X \$5,500 =	<input type="text"/>
Total Request for Pathway 3			<input type="text"/>

Request for Grant Funds

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

PAYROLL COSTS (6100)

BUDGET

Stipend for teacher(s) who are teaching Education and Training courses, but not for dual credit	5,000.00
Number of candidates pursuing both a bachelor's degree and a teacher certification	100,000.00
Substitute teachers for those in the program attending class	5,000.00
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Number of high schools with existing Education and Training courses in 2018-2019	6,000.00
Support and supplies for LEA TAFE chapter	3,000.00
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Travel	2,500.00
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

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

Indirect Costs

TOTAL AMOUNT REQUESTED

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher 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.

1

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

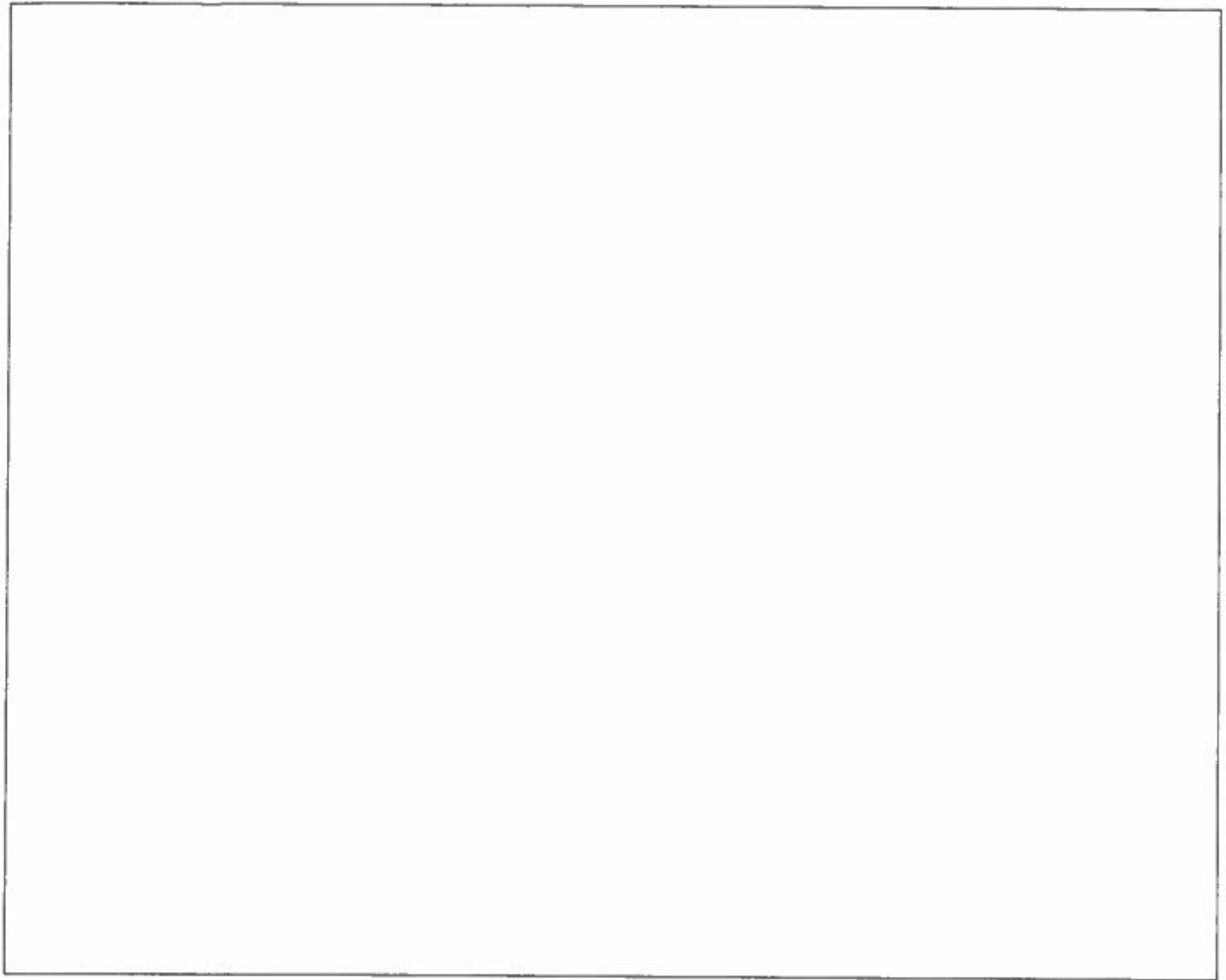
- This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- The plan must include strategies to increase enrollment in each course each year.
- The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Education and Training Plan: In the 2019-2020 school year, Palestine ISD will continue to offer students opportunities to participate in the Education and Training program of study which introduces students to various careers within the Education and Training Cluster. We are currently teaching the following courses: Principles of Education and Training, Human Growth and Development, Instructional Practices in Education and Training, and Practicum in Education and Training. We have plans to offer dual credit Instructional Practices, and AA in Education through collaboration with local IHE, and Practicum in Education I (Dual Credit) and Practicum in Education and Training (Dual Credit). Coordination between activities between CTE teachers, College and Career Counselors, Campus Administration, and the Assistant Superintendent for Instructional Services will help students focus and develop personal graduation plans that identify endorsement(s), lead to certification(s), and provide opportunities for all students to earn dual credit , provide opportunity to earn an associate degree in education, and celebrate the success of our students taking and passing rigorous and challenging core academic subjects.

The Education and Training cluster at PISD will include effective efforts to provide students with real-world, hands on experiences. The students will be involved in community career activities that include work-based and project-based learning opportunities, career counseling sessions to identify strengths, and attend regional, state, and national Career and Technical Student Organizations in the form of Texas Association of Future Educators (TAFE) and/or SkillsUSA. Through these organizations the students have opportunities to provide service and leadership, build networking skills, demonstrate teaching abilities which includes creating lesson plans, and explore educational fields associated with the teaching profession.

The College and Career Director works closely with our Assistant Superintendent of Human Resources which helps the district better understand the high need areas of the district. The Grow Your Own Program will help close the gaps for many campuses within our district. Palestine ISD plans to recruit our staff members who already are vested in the district and the community and will better reflect the diversity of our student population. We have streamlined GYO candidates by looking at individual evaluations and asked our staff members working closely with the candidates to list strengths, weaknesses, loyalty, and their capacity to build positive relationships. The data gathered played a key role in our GYO selection process. All of our 8th grade students are required to take a Careers class which focuses on the career clusters we offer at the high school. We dedicate a unit to the Education cluster as students research different colleges, degree plans, job market, and statewide average salaries.

Once students enter high school we have our TAFE organization puts on recruiting fairs in the January and in May. The TAFE organization also teams up with our Texas Afterschool Center for Education Program (TACE) and helps with family night three times during the school year. The TAFE students work with students in grades 2-5 and teach basic math facts and literacy. This has turned out to be a great recruitment tool for the program as TAFE students have really seen the benefit/rewards of helping the younger students.



Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- The plan must include marketing and recruitment strategies to increase student interest and persistence.
- 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.

Palestine ISD has seen a shift in student diversity over the last 10 years. The student breakdown is as follows: 40% Hispanic, 30% White, 30% African American. Our current staff does not reflect our current situation so we have targeted students who are currently in the Education Cluster and have targeted Paraprofessionals, Aides, and Long Term Substitutes. The Grow Your Own Program has definitely created a spark within our community as many are looking forward to returning to school and earning a bachelor's degree and teacher certification. The financial situation in our community definitely prevents many from continuing educational goals and dreams. The grant will provide a way for many to realize their dreams while also filling high needs area within the district.

PISD annually plans and organizes a Career Pathway Fair and activities to continuously provide students with CTE course offerings and opportunities to enroll in dual credit, honors and advance placement courses to potentially earn core complete status or earn an associate's degree. Education and training students also have an opportunity to log 200 plus hours in teaching related duties in elementary and secondary classrooms.

PISD has partnered with IHE's in an effort to support students in the Education and Training program to pursue the teaching profession and to work toward a 6 or 8 year plan that will lead to an endorsement, licensure/certification, associate degree, bachelor degree, and teacher certification. PISD will continue partnering with TVCC and SFA as we are continuously increasing our dual credit offerings. The district and IHE partners are also scheduling time for GYO candidates to meet with academic counselors, scheduling tutoring opportunities, and working on the professional development calendar. The IHE partners have laid out a clear plan for our GYO students to achieve each milestone in a timely fashion which eventually leads to a degree and teacher certification.

Palestine ISD provides career guidance, college readiness, and academic counseling to all students. Students in the Education and Training courses will be provided linkages to future education and training opportunities. These opportunities include site visits to enhance educational experiences and participate in teaching field activities, non-traditional career counseling, equitable access training, financial aid planning activities, and a review of local, state, and national work-force needs.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): 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 include 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.
- The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

- All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Palestine ISD has a tremendous partnership with Trinity Valley Community College and Stephen F. Austin University. PISD and IHE's have MOU's in place which establishes our dual credit pathway for PISD students. PISD has paid tuition, fees, books, etc. for 12 staff members to go back to school and earn enough hours to teach dual credit classes, many have earned a Master's degree. This has been a wonderful plan for the district as we offer a many dual credit opportunities for our students. PISD staff members currently teach 95% of the dual credit offerings on the PHS campus. The district has established, Wildcat University, which is our dual credit program. The students and parents must attend a series of meetings for students to be allowed to enroll in dual credit classes through PISD. Our College and Career Counselor will meet with parents/students and selects the courses for the students as this ensures that classes are not being taken that does not apply towards the core complete plan. We currently have 225 students enrolled in Wildcat University with a passing rate of 94% for our students. We have set up a system of checks and balances to make sure teachers, parents, students, counselors, and IHE's are on all the same page regarding the dual credit program and expectations. We have seen very little issues regarding the transfer of dual credit to IHE's. Our College and Career Counselor played a key role in establishing rules, procedures, and guidelines for our dual credit students. The College counselor is also very active/involved in helping students submit college applications, submit transcripts, and plays a key role in making sure deadlines are satisfied.

We are currently working on dual credit course offerings for the Education and Training courses. Our current Education and Training teacher has a plan in place to start the requirements for teaching dual credit courses this summer. The staff member does a wonderful job of promoting the teaching profession which has resulted in higher numbers within the education cluster.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles (required only if applying for Pathway 2 funds in addition to Pathway 1)

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

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Question 4: 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.
- The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

PISD is a rural community with 80% of our students classified as economically disadvantaged. Our turnover rate is approaching 25% and our starting pay is \$14,000.00 below the state average for starting teachers. We feel that we have quality paraprofessionals, instructional aides, and long term substitute teachers within our district. The district has been through a series of meetings regarding the Grow Your Own program in hopes of coming up with a plan to support as those selected for the program. We have two great IHE's partnering with us (TVCC/SFA) and has committed to flexibility in class offerings and location of offerings. We have explained a need for offering courses using PISD facilities and the IHE's have been very receptive. Transportation has always been an issue in our community so bringing classes to Palestine will be tremendous benefit for everyone involved. Palestine ISD already provides a district daycare for employees and will consider extended the hours for those selected for the Grow Your Own Program. PISD has met with key players from TVCC and SFA to discuss high need areas within the district and to review degree plans for selected participants of the program. We have established milestones for those expected to graduate in 2 years, 4 years, and 6 years. The district understands those selected for the program will be pulled form job responsibilities at times during the week and will also provide opportunities for training and support during the school week. We are planning on the cohort group meeting on Fridays and asking them for specific support and training they are needing to ensure success in the program. Our Central Office Administrators will team up with candidates and provide additional support/interventions as necessary. PISD will focus on the organizational supports that hone better routines for teaching practice and sustain instructional improvement. At the core of these understandings is a call to abandon traditional professional development: that is, professional development in the form of trainings and workshops that are externally delivered and intended for building the knowledge of individuals. Instead, we must strengthen learning organizations and instructional leadership to drive continuous professional learning and improvement through collaborative, professional learning community routines.

OPTIONAL Shared Services Arrangement (SSA)

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

Fiscal Agent	County-District Number
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TRINITY VALLEY
COMMUNITY COLLEGE

Office of the President

ALBENS
100 Cardinal Drive
Albans, Texas 75751
903-877-TVCC

TEARBI
15001 Eaglecrest of 80
Tearbi, Texas 75160
972-364-9579

PALESTINE
2970 North State Hwy. 19
P.O. Box 2430
Palestine, Texas 75802
903-729-0256

HEALTH SCIENCE CENTER
800 Ed Hall Drive
Kaufman, Texas 75142
972-932-4309

TDCJ
CORRECTIONAL EDUCATION
2199 Spur 324
P.O. Box 75
Tennessee Colony, Texas 75861
903-928-3288

Date: November 12, 2018
To: Texas Education Agency
Subject: Grow Your Own Grant 2018-2019

To Whom It May Concern:

Trinity Valley Community College (TVCC) will support and partner with Palestine Independent School District for the creation of the **GROW YOUR OWN GRANT**.

The purpose of this letter is to establish the collaboration of the partners, as listed above, in creating a future partnership for the Grow Your Own grant. This agreement is a conditional agreement developed for the purpose of the Grow Your Own Grant Partnership. The future Grow Your Own Grant Partnership will enable students in Grade 9, 10, 11, and 12 to participate in the high demand occupation educational program of Teaching. This opportunity will provide a smooth transitional experience for students to receive a high school diploma, a work credential, an associate degree, and work-based educational programs of the Education high demand occupation.

The terms of this agreement shall represent an ongoing commitment between the two parties for the duration of the Grow Your Own Grant.

Sincerely,

Dr. Jerry King
President



Palestine Independent School District

Administrative Offices

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Office 903-731-8000 * Fax 903-729-5588

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Superintendent
903-731-8001

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903-731-8022

Chris Kiser
Assistant
Superintendent of
Instructional Services
903-731-8036 Office
903-731-4091 Fax

David Atkeisson
Chief Financial Officer
903-731-8002

Chris Kiser
Palestine ISD
1007 East Part Avenue

Re: Grow Your Own Grant

We are excited and certainly hopeful that we may be awarded a TEA Competitive Grow Your Own Grant. We understand the goal of recruiting and retaining highly qualified teachers is of great importance to the district and the community of Palestine. We pledge our loyalty and support to the Grow Your Own Program and feel this will provide tremendous opportunities for many paraprofessionals, instructional aides, and long term substitutes currently employed by PISD.

The Palestine ISD Board of Trustees is compassionate and dedicated to the academic, social, and emotional development of all students. This development starts with quality instruction in every classroom. The Grow Your Own Grant will certainly play a key role in quality instruction as we grow our own and will also help us to recruit teachers to match the demographics of our district.

The Grow Your Own Grant is a fantastic program in which the PISD Board of Trustees is proud to endorse.

Thank you,

Jason Marshall, Superintendent

Dyna Tutt, Board President

Michael Bennett, Vice President

Kurt Herrington, Secretary

Brandon Sheeley

Davi Killion Ingram

Stanley Sokolowski

Jeffrey Schwab