



# 2018-2019 Grow Your Own Grant Program

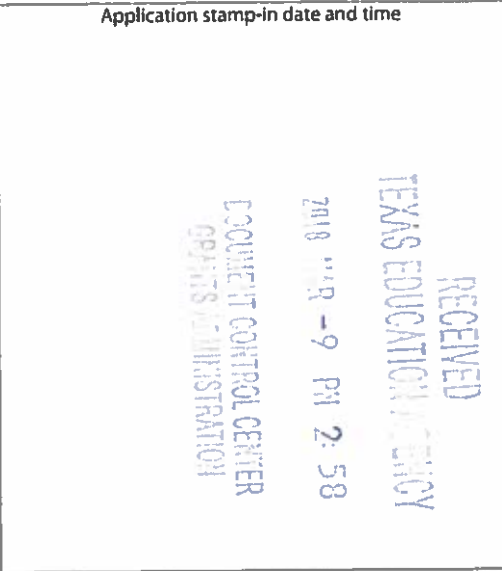
Application Due 5:00 p.m. CT, March 13, 2018

Texas Education Agency

NOGA ID [Redacted]

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

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494



### 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 **Cumby ISD** CDN or Vendor ID **112-905** ESC # **8** Campus # **01** DUNS # **809804227**

Address **303 Sayle Street** City **Cumby** ZIP **75433** Phone **903-994-2260**

Primary Contact **Donna George** Email **donna.george@cumbyisd.net**

Secondary Contact **Shelly Slaughter** Email **shelly.slaughter@cumbyisd.net**

### Certification and Incorporation

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

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

Authorized Official Name/Title **Shelly Slaughter, Superinten** Signature *Shelly Slaughter* Date **03/06/2018**

Grant Writer Name **Donna George** Signature *Donna George* Date **03/06/2018**

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

701-18-106-027

**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
Lack of teachers with Master Degrees who are qualified to teach dual credit courses.	Recruit highly motivated teacher who is interested in earning a Masters degree. Teacher must be willing to test for any other certification that would be required to teach all classes in Education and Training cluster. Teacher will be asked to sign a four year Memorandum of Understanding with Cumby ISD.
Lack of qualified teaching applicants in all vacancies including and with a focus on core content certification fields . (ELA, Science, Math, Social Studies)	Introduce and implement the Education and Training Career Cluster in Fall 2018. Interview and recruit prospective high school students into the Education and Training program. Offer the Education and Training Cluster as a dual credit program by the fall of 2020.
Lack of student interest and understanding of the field of education as a career choice for students graduating from high school.	Each student in grades 8-12 will complete an interest inventory to determine area of career interest. Introduce the concept of the Education and Training Cluster to 8-12 grades. Implement a TAFE organization to increase awareness of education as a career choice. Offer Education and Training classes for dual credit.

**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.

In the fall of 2018 Cumby ISD will implement an Education and Training Career Pathway. Cumby ISD will also implement the corresponding student organization to enhance the interest and knowledge of public education as a career choice. This will lead to an increasing the number of students entering education programs at the college level. This program will be taught at the dual credit level with an increase in student participation in the program by 15% by the fall of 2020.

**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:

1. Implementation of the Education and Training Cluster as part of current CTE program.
2. Number of students who are enrolled in Education and Training classes.
3. Teacher of record successful enrollment into a Masters degree program with at least 18 hours of education coursework.
4. Development and implementation of Texas Association of Future Educators student organization.

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

1. Number of students who remain enrolled in the program for the year.
2. Number of students who participate and compete in TAFE competitions.
3. Teacher of record success in semester one of Masters program.
4. Teacher feedback and evaluation forms from Practicum classes.
5. Number of new students who enroll in the program.
6. Increased level of interest in the program.

**Third-Quarter Benchmark:**

1. Begin discussion to develop an agreement to create a dual credit partnership with Paris Junior College for the Education and Training classes.
2. Number of students enrolled in classes for the year.
3. Number of students who are recruited to begin program in the following year.
4. Number of students who enroll in dual credit program.
5. Number of students who are accepted into education certification programs.
6. Teacher completes Masters degree.
7. Teacher evaluation and feedback forms for Practicum classes.

**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.

A committee will be created consisting of program teacher, administrator, program student, CTE coordinator and a parent. Data will be used to determine program success and growth. The committee will meet at the end of each quarter for the duration and during the implementation of the Program and yearly thereafter. After interpreting the data the committee will make recommendations of changes to increase the success rate of the program, example: scheduling of classes could create an increase in enrollment.

Data to be used:

1. Student enrollment in program.
2. Student membership in TAFE.
3. College acceptance and enrollment in teacher certification programs.
4. Number of students who are enrolled dual credit. (Fall of 2020)
5. Evaluation and feedback from classroom teachers for students enrolled in the Practicum Courses.

**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.

**Spring 2018:**

1. Interest surveys are used to determine the level of interest by students in education as a career.
2. Students are interviewed and recruited into the Education and Training Career cluster for the Fall 2018.
3. Teacher of record, High School Principal and HS Counselor will attend Teacher Institute in Austin.
4. Teacher signs a four year MOU with the district.

**Fall 2018:**

1. Education and Training Career Cluster is added to the CTE program at the high school.
2. Principles of Education and Training will be offered to 9th and 10th grade students.
3. Practicum in Education will be offered to 12th grade students.
4. A Texas Association of Future Educators student organization will be chartered.
5. Students and teachers will compete in TAFE competitions.
6. Teacher of record will enroll in a Masters program with at least 18 hours of education coursework to become qualified to teach the Education and Training classes at a dual credit level.
7. Program will be evaluated in December 2018 and again in May 2019.

**Fall 2019:**

1. Increase the number of student recruited into the Education and Training Program.
2. Human Growth and Development will be added to the course offerings for program for 10th - 12th grades.
3. Instructional Practices will be added to the program for 11th and 12th grades.
4. Finalize agreement with Paris Junior College to offer Education and Training Cluster classes at the dual credit level for Fall 2020.
5. Students and teacher compete in TAFE competition.
6. Teacher graduates in May of 2020 with a Masters degree.
7. There will be an increase in the number of students accepted into college and teacher education programs.
8. Program will be evaluated in December 2019 and again in May 2020.

**Fall 2020:**

1. Education and Training Program becomes dual credit through Paris Junior College.
2. Increased enrollment in Program.

**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 1 times \$13,000 13,000

**Pathway 2**

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

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

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

Total of above two lines

**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 16,000

Pathway 2

Pathway 3

Education and training courses

**Total grant funds requested**

**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. Masters Tuition	10,000
2. TEA Institute (Travel and Lodging)	3,000
3. TAFE Fees	100
4. Supplies for TAFE	500
5. Travel and Lodging for TAFE competition	1,000
6. Classroom supplies for Practicum	1,400
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

Total grant award requested

**Grow Your Own Grant  
Pathway 1 Grow Your Own Program Attachment**

**Pathway 1: Master's Degree Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1

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

- The plan must address their process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, etc.
- The plan must also address how the applicant has considered the following in their recruitment strategy: experience and proficiency of teachers and field-experience-classroom teachers, degree to which the diversity of teacher population mirrors that of the student population, and teachers and field-experience-classroom teachers in traditionally hard-to-staff areas.
- The plan should also include a description of the Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

Cumby ISD Plan for recruitment of Education and Training Program Teacher:

1. Teacher interest and willingness to participate.
2. Teacher motivation and involvement in student activities (BETA, National Honor Society, UIL).
3. Teacher motivation/willingness to earn a Master's degree.
4. Teacher performance, examples: test scores, evaluations, relationships with faculty and staff.
5. Years with the district.
6. Willingness to sign a Memorandum of Understanding for 4 years with the district and a commitment to become qualified to teach dual credit. In the MOU the teacher agrees to stay with the district for at least 4 years and to help to implement an Education and Training career cluster, a TAFE organization and to get a Master's degree to teach classes in program dual credit.
7. The teacher must commit to recruiting students to the Education and Training program.
8. The teacher of record must commit to organizing a TAFE organization and competing each year in TAFE competitions.

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

- The plan must include an explanation of the potential partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits. The plan must also include a description of the intended timeline to develop the dual credit partnership by the time of the participant's successful completion of the master's degree program.

The plan is already in place to create a dual credit partnership with Paris Junior College. The goal is the Fall 2020 or as soon as the teacher of record can get the qualifying coursework completed. (See attached letter form PJC.)

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

- The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- The plan must also include a description of how the LEA leadership (district and school based) and staff will motivate students to enter and persist in the Education and Training courses.

**Student Recruitment:**

1. Increase knowledge and interest in education as a career choice by bringing in speakers from different fields in education to speak about their individual jobs and experiences.
2. Knowledge of what a career in education looks like; teachers, coaches, counselors.
3. Teachers and administration will guide students who express an interest to the program teacher or counselor for an overview of the program.
4. Teacher and counselor will hold meetings each year with potential students and inform them about program requirements.
5. Teacher will meet weekly with individual students to discuss program progress and classroom strengths and weaknesses for practicum students.
6. Evaluation forms will be looked at each year on each student to determine their success in staying in the program.



**Memorandum of Understanding**  
**Between**  
**Cumby Independent School District**  
**And**  
**Teacher of Education and Training Pathway**

Section I

General Provisions

1. The purpose of this Memorandum of Understanding is to insure the effective implementation of the Education and Training Career Pathway and CTSO Organization in the above mentioned school district.
2. The program shall be referred to as the Education and Training Program.
3. This program will target students in grades 9-12.
4. The Education and Training Program will be taught for dual credit beginning in the 2020-2021 school year.
5. This Memorandum of Understanding is valid April 13, 2018 through August 31, 2022.

Section II

Responsibilities

1. The teacher of record for the program will receive a Master of Education degree or a Master's Degree that includes 18 hours of education coursework.
2. The teacher agree to commit to at least 4 years in the school district.
3. The teacher agrees to help extensively in the implementation process of the Education and training program and the organization of a CTSO (FCCLA/TAFE).
4. The teacher agrees to be responsible for the coursework at the high school and college levels of the Education and Training Program beginning in 2020-2021.

---

Superintendent

---

Teacher/ ETP

# Paris Junior College



SINCE 1924

March 2, 2018

To Whom It May Concern:

This letter is being written to confirm that Paris Junior College (PJC) currently partners with Cumby ISD in offering dual credit courses. PJC is currently working with Cumby ISD in regards to developing a plan to provide dual credit offerings of Instructional Practices and/or Practicum in Education according to the requirements set forth in Pathway 1 of the "Grow your own" grant. It is the anticipation of PJC that this plan will be developed and in place prior to the grant participants successful completion of the Master's degree Program for the 2020-2021 school year.

Sincerely,

**Pamela D. Anglin**  
President

2400 Clarksville Street  
Paris, TX 75460-6298  
903-785-7661  
FAX 903-782-0370

**Greenville Center**  
6500 Monty Stratton Pkwy.  
Greenville TX 75402  
903-454-9333  
FAX 903-454-3380

**Sulphur Springs Center**  
1137 East Loop 301  
Sulphur Springs TX 75482  
903-885-1232  
FAX 903-439-6155

[www.parisjc.edu](http://www.parisjc.edu)



# Education (ED-6 or 4-8)

AS (60 SCH\*)

\*Semester Credit Hour

## First Semester - 15 SCH

ARTS 1301 - Art Appreciation  
EDUC/PSYC 1300 - Learning Framework  
ENGL 1301 - Composition I  
HIST 1301 - United States History I  
MATH 1314 - College Algebra

## Second Semester - 16 SCH

BIOL 1408 - Biology for Non-Science Majors I  
EDUC 1301 - Introduction to the Teaching Profession  
ENGL 1302 - Composition II  
HIST 1302 - United States History II  
SPCH 1315 - Public Speaking

## Third Semester - 16 SCH

BIOL 1409 - Biology for Non-Science Majors II  
GOVT 2305 - Federal Government  
HIST 2311 - Western Civilization I  
MATH 1350 - Fundamentals of Mathematics I  
PSYC 2301 - General Psychology

## Fourth Semester - 13 SCH

COSC 1301 - Introduction to Computing  
EDUC 2301 - Introduction to Special Populations  
GEOL 1403 - Physical Geology  
GOVT 2306 - Texas Government

## Marketable Skills

**Critical Thinking Skills:** Creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information, using technology as appropriate.  
**Communication Skills:** Effective development, interpretation, and expression of ideas through written, oral, and visual communication.  
**Empirical and Quantitative Skills:** Manipulation and analysis of numerical data or observable facts resulting in informed conclusions.  
**Teamwork:** Ability to be flexible and to consider different points of view and to work effectively with others, taking the initiative when appropriate, to support a shared purpose or goal.  
**Social Responsibility:** Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.  
**Personal Responsibility:** A strong work ethic and the ability to connect choices, actions, and consequences to ethical decision-making.

## Program Outcomes

Students will be able to:

- Compose a Philosophy of Education and demonstrate knowledge and understanding of philosophical beliefs.
- Compose a Reflection Paper that analyzes and evaluates the (16) hour Field Experience.
- Evaluate and justify a collection of resources and materials compiled into an electronic portfolio based on the competencies addressed in the State Board for Educator Certification Pedagogy and Professional Responsibilities.

## High School Endorsements

Public Service

## Transfer Path / Requirements

- Student should refer to the catalog of the institution to which he/she plans to transfer for degree requirements.
- A student completing the Paris Junior College core curriculum is considered Core complete at Texas public universities.
- For the education (EC-6) major, TAMU-Texarkana requires students to take HIST 2311 or 2312 for the Language, Philosophy, and Culture credit.
- For the (EC-6) major, TAMU-T requires PHYS 1315 + Lab (Introduction to Physical Science) for their nonlife science credit.
- All education majors must take 12 hours of science, one nonlife and two life sciences.
- At most Texas public universities, EC-6 and 4-8 majors are required to take MATH 1351.

## Career Opportunities

Two Year Degree: Teacher's aide; Paraprofessional; Secretary; Child care teacher; College tutor; Nanny; Administrative assistant; Substitute teacher. Four Year Degree: Headstart teacher; Elementary school teacher; Middle school teacher; High school teacher; Band director; Athletic coach; Adult basic education instructor; Developmental education instructor.