



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

NOGA ID [REDACTED]

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



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): [REDACTED]

**Applicant Information**

Organization **Trina Persson** CDN **170908** Vendor ID **1746019972** ESC **6** DUNS **072797676**  
 Address **21580 Loop 494** City **New Caney** ZIP **77357** Phone **281-577-8600**  
 Primary Contact **Trina Persson** Email **tpersson@newcaneyisd.org** Phone **832-457-6718**  
 Secondary Contact **Brandee Bass** Email **bbass@newcaneyisd.org** Phone **281-577-8600**

**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
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name **Brandee Bass** Title **Director of Federal Programs**

Email **bbass@newcaneyisd.org** Phone **281-577-8600 (ext. 2050)**

Signature *Brandee Bass* Date **11/12/18**

Grant Writer Name **Trina Persson** Signature *Trina Persson* Date **11/12/18**

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
Increased number of qualified, bilingual teachers to assist as we add sections due to increased enrollment in district. We hire on average 15-20 bilingual teachers annually.	NCISD will target dual language/bilingual students for the Ready, Set, Teach Program in all three of our high schools to more closely mirror our growing bilingual population. We will also recruit bilingual/ELL paraprofessionals and long term subs to participate in the grant program to complete their degrees.
Increased number of qualified special education teachers to assist as we add sections due to increased enrollment in district. We hire on average 20-25 SPED teachers annually.	NCISD will target students for the Ready, Set, Teach Program that have specific interest in working with special needs children. We will also strive for more internships in SPED classroom. Additionally, we will recruit paraprofessionals with an interest in working with special needs students.
Retention of teachers in high need areas. In 2017-2018, NCISD lost 20 Dual Language and SPED Teachers combined due to resignations or retirements.	NCISD will create an MOU solidifying a position within the district for a minimum of three years upon completion of the grant requirements. Throughout coursework, internship, and MOU period, check-in benchmarks will be established for the first year of teaching.

**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 NCISD HR Department in collaboration with campus administration and Ready, Set, Teach instructors will develop a comprehensive recruitment and retention plan that will include recruiting students and increasing student enrollment for the Ready, Set, Teach Program by 10% in all three high schools annually, specifically targeting those interested in teaching bilingual and/or special needs students. Additionally, NCISD HR Department will increase teacher recruitment efforts in the areas of bilingual and special education by May 2021 with a goal of 100% of the candidates that enter the coursework as a result of Pathway 2 having attained their needed degree and/or teacher certification to work in the staff intensive area of dual language or in one of the multiple SPED programs in our fast growth district.

**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

Check with Ready, Set, Teach Teacher/Campus Counselors to verify enrollment numbers, specifically bilingual students in the program that may wish to pursue bilingual education and students interested in working with students with special needs. Verify that RST students will be placed in bilingual and/or sped classrooms. \*Check to assure that all Pathway 2 Candidates are on target for the completion of present semester and to meet grant requirements for May 2021 (includes but not limited to completion of hours, completion of any certification exams, etc.) \*Grant Participant Checklist and Support Survey will be sent to each candidate by the Director of Recruitment and Retention at each quarterly benchmark. This checklist will require candidates to complete questionnaire detailing info above in Progress Measure Checkpoint. Support Surveys will be sent to all candidates to ensure that their needs are addressed while participating in the grant.

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

In addition to the Grant Participant Checklist and Support Survey, Campus Performance Evaluations will be collected at this time to ensure that Pathway 2 Candidates are effectively working with students throughout their coursework period and internship. For Pathway 1, The Director of Recruitment and Retention will check-in with Ready, Set, Teach Teachers to monitor the retention of those students in the program as well as to monitor any outgoing seniors that may need assistance with college entrance paperwork. This pathway will also require occasional assistance from campus guidance counselors. Additionally, any student wishing to exit the RST pathway without completing all classes must submit an exit survey so that we can collect any data on trends as to why students may not complete the Education in Training Pathway in its entirety.

**Third-Quarter Benchmark**

In collaboration with campus administration and RST teaching staff, NCISD HR Department will complete a data tracking sheet on all students in the RST program at all three campuses that have been consistently enrolled in the RST program to ensure that they have been given opportunities in placements of various high need teaching areas. This tracking chart will also assist in making revisions to ensure students are exposed to content areas that will assist them in their specific specializations. The Pathway 2 Candidates will continue to receive their Grant Participant Checklist and Support Survey. As a result of their surveys, a decision will be made as to whether a separate action plan of support should be put in place for those that have completed a year of internship and those that are just beginning their first year of teaching. This progress monitoring will better help us target and meet the needs of our new teachers.

**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.

Project evaluation data to determine when and how to modify our program would be based on feedback from a variety of sources we obtain from our benchmarks. Campus Performance Evaluations will be collected to show reinforcements and refinements for the candidate. If we have a candidate that is performing below expectations, we will refer to the guidelines established in the MOU. It is imperative for sustainability purposes that candidates stay on track as the grant period has a timeline end date of May 2021. Special consideration will be given to benchmark surveys as support for new teachers is a paramount area of concern for novice teachers in our district. The district has a retention rate of 80.8% (including retirees and those taking the early exit incentive). Unfortunately, our exit surveys are inconclusive as to specific reasons for their exit. This makes information from support surveys helpful in identifying ways we can better help those that may be struggling in their early years of teaching and specifically those in Pathway 2. Our support surveys will have particular sections that focus on professional development to ensure that the candidates feel that they are receiving adequate PD during their coursework that is aligned to their specialization. Additionally, our Instructional Coaches and EL Coaches at the campus level and SPED and Instructional Coaches at the district level will provide support for those in Pathway 2 in lesson delivery and pedagogy. Should we find that a more targeted approach is needed based on survey data, the Director of Recruitment and Retention will work with the Director of Multilingual and the Special Education Program Director to ensure that all candidates have a more targeted support plan as they continue in the program. The Director of Recruitment and Retention will also work with campus staff to review monitoring charts of those students in the Ready, Set, Teach (RST) Program for Pathway 1. If students are in need of having additional/revised placements that better target their specialization (i.e. SPED, bilingual), the director will assist RST Teachers in placements at additional campuses that can provide more opportunities for their content area. The Director of Recruitment will also evaluate the exit surveys with campus staff to identify trends of students that do not stay on the pathway and develop action plans to combat the obstacles we find (schedule conflict, concerns over future financial aid, other class/club commitments, etc.).

**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**

Our plan for recruitment for the teacher of the Education and Training Courses will be somewhat unique considering that we have two high schools with programs already in place being led by positive, energetic teachers that are excited about an opportunity to expand and better track their programs. We will utilize their background knowledge of the program in the recruitment efforts of the teacher at Infinity Early College High School (IECHS) where we will be implementing our Education and Training Courses and TAFE/FCCLA chapter for the first time. Additionally, we will be planning in hopes of eventually needing to hire additional teachers at our other two high schools that have Ready, Set, Teach (RST) Programs and TAFE/FCCLA chapters already in place. We will begin our search by filling the role of teacher at our new program by holding stakeholder meetings that will consist of our current RST Teachers, IECHS campus admin, Director of Secondary Instruction and NCISD HR Department Staff. Our stakeholders will assist in creating criteria that best fits the role of the teacher in regards to not only basic requirements, but also dual credit needs and characteristics that meet the needs of our population and that of the students they may serve. IECHS is 67% hispanic and spanish is the home language of many of those students. This population mirrors our need for bilingual teachers in our dual language classes. As a result, one consideration for criteria at IECHS could be experience working with students in a bilingual/dual language or ESL setting.

Additionally, considerations for applicants could be:

- sponsored previous student clubs successfully
- organizational skills (needed for setting up observations at campuses)
- enthusiasm for program
- previous experience in elementary school, bilingual/ESL and /or SPED Programs, or Education in Training classes preferred
- ability to work with stakeholders (principals, college representatives, university liasons)
- evidence of strong performance evaluations
- previous, successful peer coaching/mentoring experience preferred (good teachers are not always good at teaching others to BE teachers) - this will be important to explore with applicants
- ability to build relationships with students (seek references that can speak to this , as the goal is the teacher will become a pre-college advisor to the student)

Our MOU for the teachers that lead our Education in Training Programs will contain requirements such as:

- agree to remain as a teacher of Education in Training at NCISD for the duration of the grant
- agree to work collaboratively with all stakeholders as they relate to the success of the students in the program
- agree to track students in the program to ensure a well rounded experience that targets the specialization of their pathway
- agree to work collaboratively with NCISD Director of Recruitment and Retention to create opportunities for students to participate in college/university presentations related to college entrance and pathways to obtaining a teaching degree

Support will come in the following ways:

- progress monitoring/brainstorming meetings with stakeholders (campus admin, Director of Recruitment and Retention and possibly college faculty partners)
- assistance from the Director of Recruitment to facilitate additional school sites for student practicum opportunities
- assistance from the Director of Recruitment to facilitate college/university presentations and campus visits
- assistance from NCISD HR Department in benchmark tracking of students that will drive action plans for program change
- assistance with the implementation of requested professional development to enhance and meet the needs of students

**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 teacher recruitment and selection plan for the Grow Your Own Grant will include several different areas of criteria. A selection committee will be established that will include representation from the Curriculum Department, Special Education and Multilingual Department. Additionally, campus representation such as the teacher working daily with the instructional para and campus administration will also be included, along with the Director of Recruitment and Retention. A selection rubric will be established based on the following criteria: academic standing as related to obtaining bachelor's and/or teacher certification, evaluation ratings, recommendations from principals and colleagues, experience individual has with the student population we are targeting for hard to fill areas, essay submission, interview, history of absences and dependability. As the candidates chosen will be future teachers for our district, we feel that a well established criteria is important to the sustainability of this grant and our focus on retaining effective teachers.

NCISD has chosen bilingual and special education as our focus areas for the Grow Your Own Grant. With a combined population of 5,095 (33.86%) bilingual and/or ESL students currently being served in NCISD, it is imperative that our teacher recruitment mirror our student body population. Additionally, the design of a dual language program at eleven elementary campuses is staff intensive, requiring more bilingual staff across the district. As the fourth fastest growing district in Texas with numerous special education programs outside the standard design of resource, co-teach and in-class support, NCISD struggles to staff not only those traditional SPED programs, but programs such as Applied Skills, PPCD, PACES, PASS (behavioral needs), Intense Needs and RISE (structured classrooms). Combined, our special education population represents 1,274 (8.47%) students.

The district plans to support Pathway 2 Participants in a variety of ways:

- work with EPP that can provide on-site classes in NCISD or close to district
- work with campus admin to provide PD opportunities for candidates that are employed as paras and subs to participate in campus/district offered TEACHER trainings as they complete their coursework
- invite those candidates completing traditional educator certification to attend District Novice Teacher Meetings BEFORE they begin their first year of teaching
- invite candidates to attend district sponsored review sessions for certification exams
- introduce all candidates to Instructional and EL Coaches on their assigned campuses so that they can assist with candidate support
- work with principals to ensure that those paras are assigned to strong supervising teachers during the completion of their coursework
- work with candidates as the Director of Recruitment on resumes and interview skills during the appropriate semester and assist them in job placement

The MOU will include a set of requirements that will ensure collaboration between the district and the teacher candidate. The MOU will include: overall goals of grant, guidelines for entry and exit of the program, agreement to stay in district for a minimum of two years in their specific certification area, GPA minimum throughout program, procedure for failed/dropped courses (including tuition obligations), description of tuition/payments and NCISD and candidate responsibilities.

**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" value="1"/>	X \$11,000 =	<input type="text" value="11000"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="2"/>	X \$5,500 =	<input type="text" value="11000"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="2"/>	X \$6,000 =	<input type="text" value="12000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text" value="1"/>	X \$9,000 =	<input type="text" value="9000"/>
<b>Total Request for Pathway 1</b>			<input type="text" value="43000"/>

**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" value="2"/>	X \$5,500 =	<input type="text" value="11000"/>
Number of candidates pursuing both a bachelor's degree and a teacher certification	<input type="text" value="5"/>	X \$11,000 =	<input type="text" value="55000"/>
Request for Pathway 2			<input type="text" value="66000"/>
Request for Pathway 1			<input type="text" value="43000"/>
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<input type="text" value="109000"/>

**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"/>
<b>Total Request for Pathway 3</b>			<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.

<b>PAYROLL COSTS (6100)</b>	<b>BUDGET</b>
Stipends	20000
Benefits	2000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>PROFESSIONAL AND CONTRACTED SERVICES (6200)</b>	<b>BUDGET</b>
Tuition and Fees for teacher certification programs and exams	66000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>SUPPLIES AND MATERIALS (6300)</b>	<b>BUDGET</b>
Supplemental materials	14250
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

<b>OTHER OPERATING COSTS (6400)</b>	<b>BUDGET</b>
Travel and Registration Fees	6750
<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.

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**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.

In preparation of this grant, the Director of Recruitment and Retention met with the teachers of our Education and Training Courses to gain a better understanding of our current programs. What we found was that in addition to the growth measure and financial support of this grant, this opportunity has afforded us the chance to take a much closer look at the programs at each high school. Overall, as we noted the differences, we realized that we can make these programs much stronger by working together, rather than on islands. Our campus that will begin implementation for the first time, Infinity Early College High School (IECHS) will follow the same plan apart from their classes being dual credit or "crosswalk" classes (where applicable). The basic implementation plan is described below:

Classes will be taken in the following sequence: **Freshman Year:** Principals of Education in Training/ Dual Credit: EDUC 1301, **Sophomore Year:** Human Growth and Development/Dual Credit: PSYC 2308, **Junior Year:** Instructional Practices/Dual Credit: EDUC 2301, **Senior Year:** Practicum in Education in Training/ Dual Credit: There is no class that "crosswalks" with this course. Another important thing to note is that Early College High Schools are unique and special attention is paid to student transcripts as they are working on a high school AND college transcript simultaneously. IECHS admin will monitor the pathway closely to ensure that students have the hours needed to graduate with their AAT without exceeding the 60 hours that is required (additional hours can affect financial aid for students in the future). We also want to be sure that all classes will transfer for students and as mentioned above, the Practicum in Education is not a crosswalk course.

. First year interns will spend four days a week for one hour (unless volunteering before school hours) with the mentor teacher and one day at their home campus. Second year interns will spend five days a week with the mentor teacher apart from every other Friday. Second year interns must complete all expectations as first year interns and teach two lessons in the classroom. Instructors and Teachers will take part in either the TAFE or FCCLA organization. Students will compete in both regional and state competitions. Teachers will attend a summer conference to obtain the latest instructional practices for their program.

Assignments for students in internships with local elementary campuses will be based on school feeder zones that lend themselves to travel for high school students and campuses that mirror the bilingual and SPED populations that are targeted for observation. Our Ready, Set, Teach (RST) teachers will provide a mentor handbook (including a confidentiality agreement) to all teachers supervising students as well as a face to face meeting at August inservice to explain expectations and clarify questions. RST teachers meet with campus principals to choose teachers for student placement and Director of Recruitment can assist as

needed. The principal is the key component for recommendations of choosing quality field experience teachers for students to gain quality experience.

RST teachers will assist campus counselors in ensuring that students taking the Education in Training Pathway truly WANT to be in the pathway. This may require assistance from our CTE Coordinator and Deans of Instruction also. Through the process of these stakeholders working together, the overall goal should be, "Has anyone really asked the STUDENT what pathway they want to choose?". A needs assessment at the start of the pathway should be done to identify what obstacles students see standing in their way of becoming a teacher. From that point, support plans driven by student needs should be created (i.e. info on financial aid, options to start at community colleges, scholarship info, etc.)

When planning for the growth and/or establishment of TAFE /FCCLA, the needs of the demographic on the campus should be considered. For example, through meetings with current RST Teachers and the Director of Recruitment it was noted that the campuses struggle with so many students interested in being part of the TAFE/FCCLA but having to choose between other commitments such as athletics and band. Teachers may consider a poll or survey of students interested in the clubs to see what days of the week or meeting times are best for the group as this will affect participation. For our early college high school, this is not the same concern. The campus does not offer other electives such as athletics or band, so they will not face the same type of conflict.

The plan for increased enrollment will include:

- Bringing more visibility to the program at their prospective schools – word of mouth goes a long way with teenagers
- Setting expectations for student's freshman year that they ARE future educators and should represent well at their practicum schools
- Increased visits by university/college education departments to talk about their program
- Increased visits by university/college education recruitment departments/financial aid offices
- Campus Counselor training on grant expectations and goals of growing program
- Providing transportation to students for school practicum
- Allowing those that are not able to be in pathway due to scheduling conflicts to still participate in TAFE/FCCLA club
- NCISD HR Department office sponsoring "signing day" for those going to college to be teachers
- NCISD HR Department creating a "Contingent Offer of Employment" for seniors that is a promise from the district that if the student is successful in their college endeavors and student teaching, they will be offered a contract at NCISD as positions are available.

**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.

The students that we will focus on for our Education and Teaching Pathway are those that have expressed interest through time spent with their guidance counselor, in working with students in the school setting. Many times a student will say, "I like kids", but they are still unsure about what path they want to take to achieve that (teaching, nursing, etc.). The great thing about NCISD is that there is a pathway for EVERY student. As a stakeholder team, we will need to work collaboratively to ensure that the students we target for Education in Training are those with a passion and interest in educating and teaching students. A profile of this student might be:

- Students that have worked with students in other volunteer settings (church, scouts, athletic camps, etc.)
- Students that are recommended by teachers/counselors
- Students identified by interest survey
- Bilingual students

The plan for recruiting and motivating students to stay in the program goes hand in hand.

Fortunately, as a district, we have several partnerships with universities that focus on education degrees. We believe that exposing students early to their opportunities post high school and then supporting them as they work to achieve these goals will make a difference in the success and growth of this program. The partnerships that students would benefit from hearing about have different components:

- **Grow Your Own - Teacher Education Partnership with SHSU** - This program serves as both a method of recruitment and retention. Our Ready, Set, Teach Programs that currently exist partners with SHSU to provide NCISD students interested in becoming teachers important information about the education program at SHSU. This partnership allows our students to have a personalized and systematic approach to introducing them to the opportunities at SHSU as they complete their last two years of high school. Students have the opportunity to meet key stakeholders in the education department, attend university visits, and attend a Grow Your Own Teacher Prep Camp each summer. Our hope is that through early recruitment of high school students to these programs, we can ultimately bring them back to NCISD to teach in their home district.
- **Partnership with SHSU through US Prep Grant** - In August of 2018, NCISD began a partnership with SHSU hosting methods students enrolled in a new cohort designed to provide more classroom time for students. These students are on campus three full days per week in the fall and will student teach full time in the spring with the same supervising teacher. This provides continuity for all stakeholders and most importantly students. This basically provides a year long student teaching experience for students as opposed to the traditional approach of 10-12 weeks. Ultimately, we feel students enter the teaching field better prepared.
- **Partnership with SHSU - 4+1 Masters** - In August of 2018, NCISD began a partnership with SHSU as they welcomed their first group of students that graduated with their degree in education and then began teaching and pursuing a master's degree in lieu of student teaching. At the end of their first year of teaching, these students will have earned their masters in Curriculum and Instruction and have their first year of teaching under their belt. In our first cohort, we have welcomed one bilingual candidate and are

looking forward to adding many more. This model not only provides the obvious benefits of two degrees, but it also allows those students struggling financially to skip the semester of student teaching that usually does not allow for an outside job and move into full time career employment. For our students that will likely depend on financial aide to fund their education, this will be another option.

- Partnership with TTU/Tech Teach Across Texas - NCISD is beginning our 4th year partnering with TTU as they place student teachers with us for a year long student teaching assignment in our schools. These students begin this year with only an associate's degree and by the end of student teaching have earned 54 credit hours, including their teaching certification. This highly rigorous program has yielded many teachers for our district. The wonderful thing about this program as it relates to our students on the dual credit pathway is that after graduating high school with not only a traditional diploma, but also an associate's degree, students can enter into the program with TTU and become a teacher ONE year after high school graduation.

Making students aware of the options described above may motivate students to realize that obtaining their degree isn't so far away and can be attained a number of different ways. Other ways to market and encourage students to persist in the program are:

- Making students aware of the partnership between Lonestar Kingwood and UHD that provides students opportunity to complete their entire degree at Lonestar – Kingwood
- Taking students to Commitment Day Ceremony at Lonestar Kingwood (this is day of recognition for candidates entering the Tech Teach Across Texas Program that finished their AAT through Lonestar)
- Showing NCISD Recruitment Video at 8<sup>th</sup> Grade High School Visit (where they learn about pathway options) so they can see where the Ready, Set, Teach Program is highlighted
- NCISD Director of Recruitment and Retention visiting RST classes to discuss interview and resume skills
- Bringing more visibility to the program at their prospective schools
- Setting expectations for students freshman year that this IS a career path that is attainable
- Increased visits by university/college education departments and financial aide
- Campus Counselor training on grant expectations and goals of growing program
- Providing transportation to students for school practicum and to visit universities/colleges
- Allowing those that are not able to be in pathway due to scheduling conflicts to still participate in TAFE/FCCLA club
- NCISD HR Department office sponsoring "signing/commitment day" for those going to college to be teachers
- NCISD HR Department creating a "Contingent Offer of Employment" for seniors that is a promise from the district that if the student is successful in their college endeavors and student teaching, they will be offered a contract at NCISD as positions are available.

**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.

Infinity Early College High School has a standing partnership with Lonestar College – Kingwood as that is the foundation of the programs offered at this particular high school. At the present time students take some coursework on campus at IECHS and some courses at Lonestar, as it is located within walking distance from IECHS. The Education and Training Courses and the implementation of those as dual credit offered on site at IECHS would be a change in programming/scheduling that we began to explore during the needs assessment portion of this application process. Rather than the instructor being from Lonestar, (as some instructors at IECHS are actually employed through the college system), Pathway 1 offers NCISD the opportunity for our students to receive dual credit courses at IECHS, taught by an NCISD teacher. As an added bonus, IECHS will now be given the opportunity to have a TAFE or FCCLA chapter on site as their entire pathway from start to finish will be offered at IECHS.

Since the general MOU is already in place (most recent MOU dated July 2017 as early colleges have three year renewal cycle after the first few years of existence, although revisions can be made during that cycle), in January of 2019, IECHS can begin making the revisions necessary to change the scheduled classes that students might take off campus to those that will now be at IECHS by an NCISD employee.

By the Fall of 2019, IECHS could begin offering the dual credit classes necessary to meet the requirements set forth in Pathway 1.

The MOU attached with this application is our general MOU with Lonestar Kingwood as it relates to the partnership with Lonestar College- Kingwood. The “crosswalk” or dual credit classes are detailed under question one of the attachment.

**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.

NCISD has an existing partnership with Sam Houston State University created out of the need to provide on site opportunities for qualified paraprofessionals to obtain their degree in either bilingual or special education. Unfortunately, to date, we have been unable to provide any funds to assist our employees in their endeavors. Our current partnership is the same one that we wish to expand should we be a recipient of this grant.

EdAide Cohort Partnership with SHSU - This program serves as a method of recruitment and retention for our paraprofessionals that desire to finish their teaching degree and continue to work full time in our schools while attaining their degree. SHSU offers classes one night a week in our district for a group of approximately 20 individuals from NCISD and other districts across the Houston area (only three are currently from NCISD). These classes will prepare them for a teaching degree in either bilingual or special education, which are both high demand recruitment areas. This program offers a convenient option for our employees to continue their full-time employment and work towards becoming a teacher in our district. Our first cohort began in August 2018.

We are prepared to make any revisions necessary to meet the requirements of the grant as they relate to beginning a new cohort of candidates that can complete their coursework by May 2021. As already proven, support from SHSU for the candidates is evident. The professor working with the candidates is mindful of the great responsibility the candidates have of a full-time job, family and coursework. As a group they make adjustment to the class schedule to meet the needs of the cohort. Other supports that will be included are:

- Collaboration between the Director of Recruitment, university professor and principals to help meet any practicum or observation needs
- Allow candidates time to observe in areas of interest
- Allow candidates to leave work directly after dismissal on class nights
- Allow candidates to attend "teacher PD" while going through certification process
- Work with sub coordinator to assist long term subs in finding assignments that target their area of certification
- Principal sets progress monitoring meetings with candidates to ensure that they have opportunities needed to complete projects and requirements
- Support Surveys will be sent to candidates at each benchmark period by the Director of Recruitment and Instruction
- Director of Recruitment will visit the cohort to train on interview and resume skills and assist with placement once degree and certification is complete

**INTERLOCAL AGREEMENT BETWEEN  
NEW CANEY INDEPENDENT SCHOOL DISTRICT**

**And**

**LONE STAR COLLEGE**

**For Operation of Infinity Early College High School**

**LONE STAR COLLEGE and NEW CANEY INDEPENDENT SCHOOL DISTRICT, enter the following Interlocal Agreement for the support of the Infinity Early College High School ("IECHS") as of August 1, 2017, and for the terms of which WITNESS THE FOLLOWING:**

**WHEREAS, the purpose of this Interlocal Agreement ("INTERLOCAL AGREEMENT") is to outline the collaboration of the parties, as listed above, in creating the Infinity Early College High School ("IECHS") serving grades 9–12 that will provide concurrent enrollment for academic dual credit college courses to traditionally underserved high school students for whom a smooth transition into postsecondary education is now problematic, including but not limited to, low-income or economically disadvantaged students, students at-risk of not graduating, first time college attendees, English Language-Learners, and students for whom the cost of college is prohibitive; and**

**WHEREAS, IECHS is a school where students have the opportunity to earn a high school diploma and complete up to 60 credit hours toward an Associate's degree and/or Baccalaureate degree and/or become core complete at no cost to the student; and**

**WHEREAS, IECHS prepares high school students for successful career and educational futures through a full integration of high school, college, and work experiences. During their attendance at IECHS, students will develop a commitment to learning, a capacity for critical thinking, an understanding of their future role as community leaders, and the academic and other skills necessary to achieve success in these and other arenas. All of the students graduating from Infinity Early College High School will enter post-secondary education and/or training with significant advanced standing.**

**NOW, THEREFORE, the parties of the INTERLOCAL AGREEMENT mutually agree as follows:**

**PURPOSE**

**The purpose of this INTERLOCAL AGREEMENT is to jointly establish an early college high school program to serve the students of NEW CANEY INDEPENDENT SCHOOL DISTRICT.**

**PRINCIPLES FOR PARTNERSHIP**

1. Establishment of a full and equal agreement between LONE STAR COLLEGE and NEW CANEY INDEPENDENT SCHOOL DISTRICT that allows a flexible and creative response to the organizational, mission, and fiscal needs of both institutions.
2. Collaboration in planning, implementation, and continuous improvement of IECHS programs, including the provision for faculty, staff, and administration; curriculum development; training; and student services.
3. Provision of college readiness, dual credit, Tech Prep, and early college credit courses.
4. Inclusion of personal/civic development programs that provide service learning and other external learning experiences for all students.
5. Financial collaboration that addresses costs of both parties and assists each in obtaining necessary funds from local, state, federal, and private/foundation sources to operate the program successfully.
6. Shared use of facilities, including classrooms, labs, offices, and libraries that reduces the operating costs and promotes collaboration of students, faculty, staff, and community members in program success.
7. Selection of students will target those that are at-risk and reflect the diversity of the New Caney and Porter communities.

**DUTIES OF LONE STAR COLLEGE**

LONE STAR COLLEGE agrees to:

1. Collaborate with NEW CANEY INDEPENDENT SCHOOL DISTRICT and IECHS officials in the design and execution of challenging and innovative instructional programs including early college, dual credit, and developmental education classes; scheduling of classes; recruitment of eligible students; program evaluation; and marketing the program.
2. Collaborate with NEW CANEY INDEPENDENT SCHOOL DISTRICT and IECHS officials to fulfill grant expectations and seek additional grant dollars in support of IECHS.
3. Collaborate with NEW CANEY INDEPENDENT SCHOOL DISTRICT and IECHS officials to fulfill all Texas Education Agency requirements.
4. Include the IECHS Principal in LONE STAR COLLEGE instructional council meetings, as appropriate.
5. Provide IECHS faculty, staff, and students with college catalogs, schedules, and ID cards at no charge.
6. Allow all IECHS students the same access to services and facilities as LONE STAR COLLEGE students, including but not limited to the use of the parking, library, computer labs, study rooms, science labs, bookstore, and food or lounge areas.
7. Provide the same level of security service for the IECHS students and staff while on the LONE STAR COLLEGE campus as is provided to LONE STAR COLLEGE students and staff.
8. Provide a liaison to NEW CANEY INDEPENDENT SCHOOL DISTRICT for communication and program design.
9. Collaborate with NEW CANEY INDEPENDENT SCHOOL DISTRICT and IECHS officials on all matters pertaining to student responsibilities, rights, discipline, and insurance.
10. Collaborate with NEW CANEY INDEPENDENT SCHOOL DISTRICT on plans for future facility needs to house and serve IECHS students.



**DUTIES OF NEW CANEY INDEPENDENT SCHOOL DISTRICT**

**NEW CANEY INDEPENDENT SCHOOL DISTRICT agrees to:**

1. Collaborate and share data with LONE STAR COLLEGE about IECHS students for purposes of program evaluation and improvement.
2. Collaborate with LONE STAR COLLEGE officials in the design and execution of challenging and innovative instructional programs (including early college, dual credit, and developmental education classes); scheduling of classes; recruitment of eligible students; program evaluation; and marketing of the program.
3. Collaborate with LONE STAR COLLEGE to fulfill all INTERLOCAL AGREEMENT guidelines in the offering of Dual Credit classes.
4. Collaborate with LONE STAR COLLEGE to fulfill all Southern Association of Colleges and Schools (SACS) and Texas Higher Education Coordinating Board requirements.
5. Collaborate with LONE STAR COLLEGE officials to fulfill grant expectations and seek additional grant dollars in support of IECHS.
6. Collaborate with LONE STAR COLLEGE on plans for future facility needs to house and serve IECHS students.
7. Allow IECHS principal to participate in LONE STAR COLLEGE instructional council meetings, as appropriate.
8. Allow IECHS principal, and other parties as appropriate, to participate in bimonthly meetings with the LONE STAR COLLEGE Dean of Academic Partnerships and Initiatives.
9. Abide by LONE STAR COLLEGE rules and regulations regarding building use, security, and students' rights and responsibilities while they are on the LONE STAR COLLEGE campus.
10. Collaborate with LONE STAR COLLEGE officials on all matters pertaining to insurance, student responsibilities, rights, and discipline.

**TERM, RENEWAL, TERMINATION**

The terms of this INTERLOCAL AGREEMENT shall commence on August 1, 2017, and will terminate on July 31, 2020. The INTERLOCAL AGREEMENT shall be reviewed by the partners, and, as appropriate, revised and extended every three years. This INTERLOCAL AGREEMENT may be amended by mutual written agreement of both parties. The INTERLOCAL AGREEMENT will be in force for three years following signing and is renewable based on the consent of the signatory parties. LONE STAR COLLEGE and NEW CANEY INDEPENDENT SCHOOL DISTRICT reserve the right to terminate the early college high school partnership and discontinue operation of IECHS by adhering to the following provisions:

1. Express in writing, with ninety (90) days' notice, to the authorized official (LSC-K President or NCISD Superintendent) the intent to terminate the IECHS partnership.
2. If IECHS has only a 9<sup>th</sup> and 10<sup>th</sup> grade cohort, IECHS may discontinue operation at the end of the school year in which the partners decide to close IECHS.
3. If IECHS has an 11<sup>th</sup> grade cohort, IECHS will continue operation through that cohort's scheduled graduation from IECHS.

4. While in the process of discontinuing operation, IECHS may not enroll any additional students in the grades that have been phased out.
5. While in the process of discontinuing operation, IECHS will continue to meet all of the design elements required by the Texas Education Agency and continue to provide full support for all students enrolled in IECHS.

### **GOVERNANCE**

IECHS will be governed by NEW CANEY INDEPENDENT SCHOOL DISTRICT and LONE STAR COLLEGE policies, and will be subject to the State of Texas and federal policies, requirements, and laws. This INTERLOCAL AGREEMENT and the interpretation of its terms shall be governed by the laws of the State of Texas. Jurisdiction for any legal proceedings incident to the INTERLOCAL AGREEMENT shall lie in Harris County, Texas. If there is a conflict in policies the policy of the location where the incident occurred will govern. The principal of IECHS will report to the NEW CANEY INDEPENDENT SCHOOL DISTRICT Director of Secondary Instruction and Executive Director of Instruction.

### **IECHS Advisory Committee**

An Advisory Committee comprised of representatives of LONE STAR COLLEGE and NEW CANEY INDEPENDENT SCHOOL DISTRICT will meet biannually in order to facilitate communication, evaluate instructional activities and programs, identify issues and challenges, make recommendations, and enhance collaboration. Any committee member can contribute an agenda item to the IECHS principal, who will create the agenda and chair the Advisory Committee meetings. The advisory committee will meet in order to:

- develop and implement academic and professional policies;
- develop and implement budgets and a financial plan;
- supervise annual evaluation of the program;
- ensure adherence to state and federal regulations; and
- review the INTERLOCAL AGREEMENT and/or articulation agreements and suggest revisions, annually.

Members of the Advisory Committee may include:

1. **LONE STAR COLLEGE Representatives:** Dean of Academic Partnerships and Initiatives, Dual Credit Advisor, and Vice President of Instruction or his/her Designee;
2. **NEW CANEY INDEPENDENT SCHOOL DISTRICT Representatives:** IECHS Principal, Director of Secondary Instruction, Executive Director of Instruction, Director of Grants and Special Projects, Director of Career and Technical Education, and an IECHS parent representative.

The parent representative to this Committee will be elected following the first parent meeting of the year through onsite nomination/election process. The term of office for the parent representative will be one year.

### **IECHS Operational Council**

An Operational Council, chaired by the IECHS Principal, will meet bimonthly in order to discuss implementation issues within the school and make recommendations to the IECHS Principal regarding policies, practices, and procedures at IECHS.

Members of the Operational Council will include:

1. **LONE STAR COLLEGE Representatives:** Dean of Academic Partnerships and Initiatives, Dual Credit Advisor, and other college faculty as needed and dictated by the agenda;
2. **IECHS Representatives:** Principal, counselor, two faculty members, and parent and student representatives.

### **CURRICULUM AND PROVISION OF COURSES**

LONE STAR COLLEGE and NEW CANEY INDEPENDENT SCHOOL DISTRICT will collaborate to ensure that IECHS provides a course of study that enables IECHS students to earn a high school diploma and to earn an Associate's degree and/or to complete up to 60 college credit hours and/or become core complete within four to five years of entering high school, depending on the plan for the student.

LONE STAR COLLEGE will award and transcript college credit for all approved dual credit enrollment courses for which articulation agreements have been approved. NEW CANEY INDEPENDENT SCHOOL DISTRICT will award and transcript high school credit for these approved dual credit enrollment courses.

LONE STAR COLLEGE is responsible for providing transcripts to IECHS students for college coursework. NEW CANEY INDEPENDENT SCHOOL DISTRICT is responsible for providing transcripts to IECHS students for high school coursework.

NEW CANEY INDEPENDENT SCHOOL DISTRICT and LONE STAR COLLEGE staff will collaborate to develop a general course of study that will ensure that IECHS students are able to meet all Texas Essential Knowledge and Skills (TEKS) and high school graduation requirements while also earning college credit.

Based on students' interests, a customized education plan shall be established by IECHS and LONE STAR COLLEGE to meet the academic needs of each student.

### **COURSE COMPLIANCE**

LONE STAR COLLEGE and NEW CANEY INDEPENDENT SCHOOL DISTRICT will seek designation as an Early College High School from the Texas Education Agency.

LONE STAR COLLEGE will ensure that IECHS students are able to meet all higher education learning outcomes and NEW CANEY INDEPENDENT SCHOOL DISTRICT will ensure that IECHS students are able to meet all TEKS and high school graduation requirements, while also earning college credit.

LONE STAR COLLEGE is responsible for ensuring that learning outcomes are understood, and that the same standards of expectation and assessment are applied where LONE STAR

**COLLEGE** courses are offered. **LONE STAR COLLEGE** will designate personnel to monitor the quality of instruction in order to assure compliance with any course articulation agreements as well as the standards established by the State, the Southern Association of College and Schools, **LONE STAR COLLEGE**, and **NEW CANEY INDEPENDENT SCHOOL DISTRICT**.

### **ENROLLMENT**

All **IECHS** students will take the required college placement exams and meet the minimum score requirements in order to enroll in college courses.

Upon mutual agreement, **LONE STAR COLLEGE** will assist with enrollment activities for all qualified students wishing to enroll in dual credit courses.

### **INSTRUCTORS, FACULTY AND ADMINISTRATION**

All **IECHS** instructors must meet state certification requirements in their subject area to teach in the State of Texas. **IECHS** faculty will be selected by **NEW CANEY INDEPENDENT SCHOOL DISTRICT** based upon their previous experience and success in teaching.

**IECHS** employees will meet all state and federal certification requirements. In addition, instructors who meet the necessary Southern Association of Colleges and Schools (**SACS**) qualifications may be granted "Adjunct Instructor" status by **LONE STAR COLLEGE**, and may be permitted to teach college level dual credit courses, adhering to **LONE STAR COLLEGE** academic course requirements. **NEW CANEY INDEPENDENT SCHOOL DISTRICT** will collaborate with **LONE STAR COLLEGE** to fulfill all **SACS** and **THECB** requirements regarding instructors' credentials.

**IECHS** faculty will be evaluated annually by **NEW CANEY INDEPENDENT SCHOOL DISTRICT** and by **LONE STAR COLLEGE**, if also serving as an adjunct instructor, in accordance with **NEW CANEY INDEPENDENT SCHOOL DISTRICT** and **LONE STAR COLLEGE** policies and procedures.

**LONE STAR COLLEGE** will pay the salary of any adjuncts supplied to teach college courses at **IECHS**. **NEW CANEY INDEPENDENT SCHOOL DISTRICT** will pay the salary and benefits of the instructors employed by **IECHS**.

### **HIGH SCHOOL ORGANIZATION AND FACILITIES**

**IECHS** will be located at the **NEW CANEY INDEPENDENT SCHOOL DISTRICT Annex Building** which is approximately 12 miles from the **LONE STAR COLLEGE** main campus until the new facility at 26751 Sorters Rd., is ready for occupancy. In some instances, classes may be held at the **LONE STAR COLLEGE EAST MONTGOMERY COUNTY IMPROVEMENT DISTRICT CENTER**, which is within walking distance of the **IECHS** campus. **LONE STAR COLLEGE** and **NEW CANEY INDEPENDENT SCHOOL DISTRICT** have collaborated on an early college high school campus adjacent to the **LONE STAR COLLEGE** campus. The new building is projected to open in January 2018.

**TUITION AND FEES**

**LONE STAR COLLEGE** will waive tuition and fees for all **IECHS** students enrolled in college credit courses. **NEW CANEY INDEPENDENT SCHOOL DISTRICT** will be responsible for providing textbooks associated with these courses.

**BOOKS AND SUPPLEMENTAL MATERIALS**

All textbooks and supplemental materials required for college classes, as determined by the course articulation agreement, will be the responsibility of **NEW CANEY INDEPENDENT SCHOOL DISTRICT**. College textbooks purchased by **NEW CANEY INDEPENDENT SCHOOL DISTRICT** may be used for multiple semesters from the date of purchase and will be issued to students for temporary use through the duration of the course or semester; these textbooks, used in courses taught on the **IECHS** campus, can be used for up to three years. However, college textbooks purchased for courses taught on the **LONE STAR COLLEGE** campus cannot be guaranteed for use for more than one semester, unless the course instructor agrees otherwise.

**TRANSPORTATION**

**NEW CANEY INDEPENDENT SCHOOL DISTRICT** will provide transportation for students to and from **IECHS** in accordance with **NEW CANEY INDEPENDENT SCHOOL DISTRICT** Transportation Guidelines.

**INSTRUCTIONAL SCHEDULE AND CALENDAR**

**IECHS** will follow a hybrid schedule that will allow access to **LONE STAR COLLEGE** courses and meet the needs of the high school curriculum. The **NEW CANEY INDEPENDENT SCHOOL DISTRICT** Calendar Committee should consider the **LONE STAR COLLEGE** calendar when developing the **IECHS** calendar each spring.

For college credit courses taken at the high school for dual credit, the instructional calendar to be used is that of **NEW CANEY INDEPENDENT SCHOOL DISTRICT**. For college credit courses taken for credit at **LONE STAR COLLEGE**, the instructional calendar to be used is that of **LONE STAR COLLEGE**. Regardless of location of instruction, instructors of college courses will follow the **LONE STAR COLLEGE** calendar related to grade due dates.

High school credit courses will meet all requirements established by the Texas Education Code. College credit courses will meet all requirements established by the Texas Higher Education Coordinating Board.

**STUDENT RECRUITMENT AND SELECTION**

To secure the broadest applicant pool possible, **IECHS** will recruit qualified eighth grade students at all **NEW CANEY INDEPENDENT SCHOOL DISTRICT** middle schools each year. A recruitment team comprised of the **IECHS** principal, **IECHS** faculty or staff, and staff from **NEW CANEY INDEPENDENT SCHOOL DISTRICT** central office will spearhead this effort. This process will include the following activities:

1. Create timeline of recruitment and admission activities.
2. Create an **IECHS** website that provides recruitment and admission information.

3. Conduct meetings with middle school faculty and staff to introduce and explain the concept of IECHS.
4. Conduct eighth grade assemblies and distribute recruitment information to middle school students in the school district.
5. Conduct student and parent meetings at selected locations explaining the opportunities and commitment required of IECHS students (translation services will be available at all parent presentations).
6. Distribute recruitment/admission information packets to middle school students in the school district.

Admission to IECHS will be limited to students served by NEW CANEY INDEPENDENT SCHOOL DISTRICT. IECHS will add a cohort of up to 100 students per grade annually until serving grades 9-12. Applications will be accepted from all NEW CANEY INDEPENDENT SCHOOL DISTRICT eighth grade students: IECHS will identify and target underserved students as described herein.

Based upon the yearly applications received, IECHS shall, as stated in the TEA Blue Print for Early College High School campuses, "use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance; or the ECHS uses enrollment strategies that ECHS demographics meets or exceeds the district's proportional demographic representation in the areas of at-risk and economically disadvantaged students."

#### **CONDUCT**

IECHS students are required to adhere to rules and regulations outlined in the LONE STAR COLLEGE catalog and Board Policy and NEW CANEY INDEPENDENT SCHOOL DISTRICT IECHS handbook. The NEW CANEY INDEPENDENT SCHOOL DISTRICT IECHS handbook will include a student code of conduct. Students in violation of the code of conduct will be subject to appropriate disciplinary action.

#### **SAFETY**

If an IECHS student, instructor, or administrator should experience an accident or sudden illness on the premises of LONE STAR COLLEGE, the response to such incidents will be based on the college regulations, guidelines and procedures.

Students under 18 are required by LONE STAR COLLEGE to be accompanied by a parent/supervisor while on the college campus. NEW CANEY INDEPENDENT SCHOOL DISTRICT will assign a staff member to serve as a contact person on the LONE STAR COLLEGE campus when students are attending class. Office space may be provided on the college campus for this staff member while on campus.

#### **PERFORMANCE**

LONE STAR COLLEGE and NEW CANEY INDEPENDENT SCHOOL DISTRICT will evaluate the effectiveness of IECHS on an annual basis. The results of the evaluation will be reported at

the end of each academic year. This evaluation will include, but not be limited to, indicators monitored by the Texas Education Agency as a part of the IECHS designation application.

LONE STAR COLLEGE and NEW CANEY INDEPENDENT SCHOOL DISTRICT will collaborate to implement a longitudinal tracking process to follow students after they exit the IECHS program and enter college.

### **ADMINISTRATION OF STATEWIDE INSTRUMENTS**

NEW CANEY INDEPENDENT SCHOOL DISTRICT will administer all statewide assessment instruments in accordance with Texas Education Code Subchapter B, Chapter 39. LONE STAR COLLEGE instructors will be notified at least 2 weeks in advance of the assessment. IECHS students will not be penalized for absences that result from mandatory state testing.

### **COURSES OF STUDY**

Students enrolled in IECHS will complete a course of study that meets the Texas Education Agency's Recommended Plan and provides students the opportunity, based on college entrance exam scores, to complete an Associate's degree or become Core Complete.

### **ENROLLMENT AND ATTENDANCE**

First-time students will apply to LONE STAR COLLEGE, turn in all applicable required forms, and meet testing requirements in accordance with LONE STAR COLLEGE policy. Students will be co-enrolled in NEW CANEY INDEPENDENT SCHOOL DISTRICT and LONE STAR COLLEGE each semester that they attend IECHS.

NEW CANEY INDEPENDENT SCHOOL DISTRICT will keep attendance in accordance with Texas Education Code Chapter 25, Subchapter C.

### **COLLECTING AND SHARING DATA**

NEW CANEY INDEPENDENT SCHOOL DISTRICT and LONE STAR COLLEGE will share student data as necessary. All requests for data will be made through the LONE STAR COLLEGE liaison and the IECHS principal.

### **GRADING PERIODS AND POLICIES**

NEW CANEY INDEPENDENT SCHOOL DISTRICT will report high school grades to students utilizing the district-developed grade reporting calendar. LONE STAR COLLEGE grades will be provided at the end of the semester. Instructors of college courses will follow the LONE STAR COLLEGE calendar related to grade due dates.

### **DISABILITY SERVICES**

When dual credit courses originate on the IECHS campus, specifically when the course is taught on the IECHS campus by a NEW CANEY INDEPENDENT SCHOOL DISTRICT instructor, IECHS and NEW CANEY INDEPENDENT SCHOOL DISTRICT are responsible for maintaining, supporting, and providing services detailed in the Individual Education Plans (IEPs) of students with disabilities. When dual credit courses originate on the LONE STAR COLLEGE campus, specifically the course is taught on the LONE STAR COLLEGE campus by a LONE STAR COLLEGE instructor, LONE STAR COLLEGE Disability Services can be utilized

by IECHS students; however, NEW CANEY INDEPENDENT SCHOOL DISTRICT is ultimately responsible for maintaining, supporting, and providing services detailed in the Individual Education Plans ("IEP") of students with disabilities.

For dual credit courses which originate on the IECHS campus, only NEW CANEY INDEPENDENT SCHOOL DISTRICT will maintain an accommodation plan and IEP. Both LONE STAR COLLEGE and NEW CANEY INDEPENDENT SCHOOL DISTRICT will maintain accommodation plans when required for IECHS students with disabilities enrolled in dual credit courses which originate on the LONE STAR COLLEGE campus.

IECHS students with disabilities who are enrolled in LONE STAR COLLEGE courses taught on the LONE STAR COLLEGE campus by LONE STAR COLLEGE instructors will have all required documentation evaluated by Disability Services through the counseling/advising office at LONE STAR COLLEGE.

In the event the LONE STAR COLLEGE Disability Services representative determines that a student qualifies to receive specific accommodations and/or services for his or her disability, and if the accommodation(s) and service(s) cannot be provided by LONE STAR COLLEGE, it will be the responsibility of NEW CANEY INDEPENDENT SCHOOL DISTRICT to provide the accommodation(s) and/or Special Education supports and service(s) that ensure the student receives a free appropriate public education (FAPE) according to the IEP developed by the student's Admission, Review, and Dismissal (ARD) Committee.

All IECHS students attending LONE STAR COLLEGE courses on the LONE STAR COLLEGE campus that qualify for disability services will be entitled to the same accommodations and/or services that similarly situated students attending college courses on the LONE STAR COLLEGE campus receive, and will also be entitled to additional Special Education supports designed by the ARD Committee and provided by NEW CANEY INDEPENDENT SCHOOL DISTRICT in order to ensure the student is receiving FAPE while attaining a high school degree.

The arrangement of accommodations to be utilized for college placement assessments must be scheduled by IECHS students with the assistance of NEW CANEY INDEPENDENT SCHOOL DISTRICT counseling and special education staff through the LONE STAR COLLEGE Disability Services.

#### **FISCAL AGENT**

NEW CANEY INDEPENDENT SCHOOL DISTRICT will serve as the fiscal agent for the purposes of this INTERLOCAL AGREEMENT. Under this arrangement, NEW CANEY INDEPENDENT SCHOOL DISTRICT will be the recipient of any IECHS funds from the Texas Education Agency.

#### **BUDGET**

A budget for IECHS will be developed by NEW CANEY INDEPENDENT SCHOOL DISTRICT.



**LONE STAR COLLEGE** will waive tuition and fees for all IECHS students enrolled in approved college credit courses.

**NEW CANEY INDEPENDENT SCHOOL DISTRICT** will support the IECHS' day-to-day high school instructional costs, including administrative and staff salaries and benefits, transportation, and other school-related expenditures.

**NEW CANEY INDEPENDENT SCHOOL DISTRICT** will assume responsibility for providing college-level textbooks to the IECHS students.

### **SUSTAINABILITY**

**LONE STAR COLLEGE** and **NEW CANEY INDEPENDENT SCHOOL DISTRICT** have planned and budgeted for sustainability beyond the expenditure of start-up funds. **NEW CANEY INDEPENDENT SCHOOL DISTRICT** will provide local funds for high school instruction, administration, and professional development beyond the expenditure of startup funds. **LONE STAR COLLEGE** will provide funds for college instruction and support services, as well as tuition and fee waivers for the LSC courses taken by IECHS students beyond the expenditure of start-up funds.

### **RESPONSIBILITIES OF THE PARTNERS**

#### **Regulatory requirements**

All members of the IECHS faculty and administration, as well as any other party connected to the IECHS, must comply with regulations regarding the report of alleged child abuse, school-related crimes, and sexual molestation.

The IECHS Operational Council is charged with ensuring adherence to all applicable regulatory matters, whether local, state, or federal, which affect the well-being of students enrolled in IECHS.

#### **Compliance with Laws**

The partners to this Interlocal Agreement will be responsible for complying with applicable federal, state, and local laws, rules, regulations, mandatory policies, and guidelines.

#### **Insurance and Indemnification**

**TO THE EXTENT ALLOWED UNDER TEXAS LAW AND THE TEXAS CONSTITUTION, NEW CANEY INDEPENDENT SCHOOL DISTRICT AND LONE STAR COLLEGE SHALL DEFEND, INDEMNIFY AND HOLD HARMLESS THE OTHER PARTY AND ITS AFFILIATES AND THEIR RESPECTIVE AGENTS, SERVANTS AND EMPLOYEES (COLLECTIVELY THE INDEMNIFIED PARTIES") FROM AND AGAINST ANY LOSSES, EXPENSES AND LIABILITIES (INCLUDING REASONABLE ATTORNEYS FEES) ARISING OUT OF, OR IN CONNECTION WITH, ANY ACT OR OMISSION OF THE INDEMNIFYING PARTY, ITS EMPLOYEES, AGENTS AND SUBCONTRACTORS, UNDER THIS INTERLOCAL AGREEMENT. THE OBLIGATIONS OF THE INDEMNIFYING PARTY UNDER THIS SECTION SHALL SURVIVE THE TERMINATION OF THIS INTERLOCAL AGREEMENT. NOTWITHSTANDING THE FOREGOING, NOTHING IN THIS INTERLOCAL**

AGREEMENT SHALL OPERATE TO WAIVE SOVEREIGN IMMUNITY TO WHICH THE PARTIES MAY BE ENTITLED UNDER APPLICABLE LAWS.

**Relationship**

It is understood and agreed that NEW CANEY INDEPENDENT SCHOOL DISTRICT AND LONE STAR COLLEGE are independent contractors. Nothing in this INTERLOCAL AGREEMENT shall be interpreted or construed as creating or establishing the relationship of employer and employee between the Parties or as agent of Parties. The INTERLOCAL AGREEMENT does not create a joint venture or business partnership under Texas law. Each Party is solely responsible for the supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), insurance, worker's compensation, and disability benefits and like requirements and obligations of their employees, agents, volunteers, and representatives. Neither Party shall have responsibility for any conduct of the other Party's employee, agent, volunteer, or representative.

**No Waiver of Immunity**

Neither party relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees and agents as a result of its execution of this INTERLOCAL AGREEMENT and performance of the functions or obligations described here.

**Modification of the INTERLOCAL AGREEMENT**

This INTERLOCAL AGREEMENT contains the entire agreement and may be modified and amended only by mutual agreement of the parties in writing, and any such modification or amendments shall be attached and become a part of this instrument as if set forth herein.

**Notices**

Any notice given under this INTERLOCAL AGREEMENT by either party to the other may be effected either by personal delivery in writing or by mail, registered or certified postage prepaid with return receipt requested. Mailed notices shall be addressed to the addresses of the parties as they appear in the INTERLOCAL AGREEMENT. Notices delivered personally shall be deemed communicated at the time of actual receipt. Mailed notice shall be deemed communicated three (3) days after mailing.

Should LONE STAR COLLEGE or NEW CANEY INDEPENDENT SCHOOL DISTRICT terminate their application for the IECHS the parties agree to return any unspent funds and provide a complete accounting for all expenditures to the date of termination.

IN WITNESS WHEREOF, the parties have duly approved this AGREEMENT EXECUTED IN TWO original counterparts on this 7 date of July, 2017.

Lone Star College

  
Stephen C. Head, Chancellor

New Caney Independent School District

  
Kenn Franklin, Superintendent

APPROVED AS TO FORM

  
MARIO K. CASTILLO  
GENERAL COUNSEL  
LONE STAR COLLEGE SYSTEM



# NEW CANEY ISD

Alan Moreau  
*President, Board of Trustees*

Dear Grow Your Own Pathway Support Grant Review Committee:

I am writing on behalf of New Caney Independent School District Board of Trustees in support of New Caney ISD's proposal to the Texas Education Agency for a Grow Your Own Pathway Support grant.

Through this letter, we acknowledge New Caney ISD's great need to secure funds to achieve certain goals, such as recruiting future special education and bilingual educators, continuing to support our Education and Training Pathway already in place at New Caney and Porter High Schools, and assisting in the implementation of an Education and Training Pathway and TAFE (Texas Association of Future Educators) organization at Infinity Early College High School.

The intense growth our district is experiencing necessitated additional teaching positions as a result of enrollment and new schools opening; rezoning has helped the issue but is not a permanent solution, especially since our 11 elementary campuses have staff-intensive Dual Language models. Our surrounding districts also have a shortage of bilingual teachers. Although this is a critical need throughout the entirety of our state, our surrounding districts and their needs compel us to continually look for ways to stay competitive in hiring and retaining bilingual teachers. New Caney ISD has a high number of bilingual students that directly mirrors our dual language teaching needs. These students have so much to offer their community but lack resources to reach their true potential.

A large amount of our paraprofessionals and substitutes are part of and committed to staying in our community and district. For this reason, the board greatly supports the district's endeavor to secure funds to support New Caney ISD paraprofessionals, instructional aides, and long-term substitute teachers in obtaining teacher certification in high need areas such as bilingual and special education. New Caney ISD also partners with universities for paraprofessionals to earn their degrees; however, we lack funding to assist them with this goal.

This matter is truly important to our district, and I am more than happy to further discuss this if you have any questions. My email is [amoreau@newcaneysd.org](mailto:amoreau@newcaneysd.org). We look forward to working with you to help provide outstanding education to our students.

Sincerely,

Alan Moreau