



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

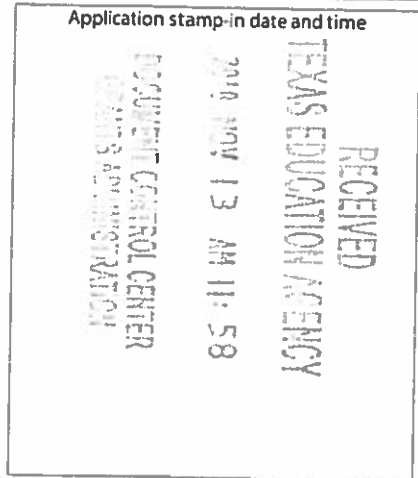
NOGA ID [REDACTED]

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

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

701-18-106-071

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
Increase in the number of Certified Teachers in Secondary Math, Science, ELA, Reading, S.S., CTE-STEM, & Family Consumer Science.	Identification/recruitment of strong instructional candidates with a concentrated focus on teacher shortages in traditionally hard-to-staff areas such as core academics and CTE courses. Changes in student demographics, and declining numbers of individuals pursuing teaching professions.
Increase the number of candidates the successfully complete Master in Ed. & Certification to teach in Core Academic Content & CTE shortage areas.	Build capacity through development & exposure of education careers by enhancing educator knowledge/certification, creating high school education & training courses exposing students to teaching career pathways creating a more positive perception of the profession offering dual credit education & training.
Select quality candidates for program including evidence-based coursework, certification, training, & placement in high need content shortage areas.	Implement instructional goals and objectives for the program, education & training courses, create internal opportunities for existing certified teachers to fill hard-to-staff areas, improve learning for students, monitor progress, and sustain continuous career pathways dual credit options for all high school students.

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 SMART goal for instructional success includes course work & certification of highly skilled candidates predicated on creating and supporting internal career pathway dual credit education & training for students, ensuring essential teacher preparation that is sustained, rigorous, data-driven, & evidence-based practices focused on building instructional and organizational capacity in core academic and CTE shortage areas including Secondary Math, Science, ELA, Reading, S.S., CTE-STEM, & Family Consumer Science focusing on teacher shortages in traditionally hard-to-staff areas.

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

Recruit, select, & orientation of quality candidates with strong demonstrated instructional leadership capacity to pursue a master degree & certification in traditionally hard-to-staff teacher shortage areas to build instructional & organizational capacity in core academic & CTE including Secondary Math, Science, ELA, Reading, S.S., CTE-STEM, & Family Consumer Science.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Establishment of partnership with IHE (MOU's) including teacher commitment to remain for 4 years and begin initial planning of education & training courses in dual credit opportunities with current J. W. Nixon high school students and exposing students to teaching career pathways creating a more positive perception of the profession. Ensure selected candidates have begun their master degree coursework in traditionally hard-to-staff teacher shortage areas to build instructional & organizational capacity in core academic & CTE including Secondary Math, Science, ELA, Reading, S.S., CTE-STEM, & Family Consumer Science.

Third-Quarter Benchmark

Implementation of Instructional practices and/or practicum in education & training dual credit courses. establishment or continued career & Technical Education Student Organization (CTSO) and demonstrate the participation in at least one competitive event each academic year thereafter. Progress reports for candidates engaged in master degree coursework & certification to ensure fidelity in program outcomes and providing relevant feedback as to program progression.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The SMART goal incorporates school improvement strategies that allow J.W. High school to host dual enrollment programs in teaching professions through education and training that increase equity, capacity, and high quality instructional pedagogies and personal learning environments significantly improving organizational capacity. Additionally, ensuring essential teacher preparation that is sustained, rigorous, data-driven, & evidence-based practices focused on core academic and CTE shortage areas including Secondary Math, Science, ELA, Reading, S.S., CTE-STEM, & Family Consumer Science that targets teacher shortages in traditionally hard-to-staff areas. This will not only strengthen our instruction vision, but provide for robust measures of teacher and student growth that will assess hard to measure skills and traits such as goal setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving across multiple academic domains and enable evaluation of group and individual learning experiences. Correlations between leadership practices and student achievement scores have identified numerous relationships between the leadership practice, leadership responsibilities, leadership behaviors, and student achievement measures (Marzano, Waters, & McNulty, 2005). The primary purposes and quality of evaluation ensures accountability (Summative Evaluation) and measured improvement (Formative Evaluation). Research indicates that accountability correlates to identification of areas needing improvement and are indicators of the level of support and assistance being provided through high quality training programs. Data will be collected on a monthly/quarterly/annual basis, depending on the data type and source as to demonstrate progress toward performance measures and objectives. The measurable outcomes of performance measures will apply the use of evidence of promise. The performance assessments will help determine whether goals, objectives and outcomes are achieved and any needed program framework modifications are necessary. Program framework modifications include changes in structured instructional practices when and if necessary to provide for a stronger conceptual design and aligns the SMART goals to performance based strategies thereby impacting school improvement, increasing student academic achievement, increasing teaching effectiveness, enhancing dual enrollment education & training practices. Laredo ISD places an emphasis on providing a sustained and intensive program that builds greater organizational capacity extending well beyond the funding period of this opportunity and addressing traditionally hard-to-staff teacher shortage areas.

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

Selection Process and Participation:

1. Posting of the opportunity will be made available to all teachers at campus.

2. Qualifications - a. Teachers must hold a standard or life teacher certificate in the state of Texas and be currently employed as a teacher with Laredo ISD for at least 5 years; b. Teachers must not currently hold a master degree in Education or have at least 18 hours in education courses at the graduate level; c. Demonstrated a track recorded of instructional quantifiable success;

i. T-TESS Summative evaluation of Proficient or better

ii. Actively participate/ Sponsorship of 3 or more years at current campus - A. UIL Events; B. Class Sponsor; C. Club Sponsor

d. Strong Parental/Student Communication; e. Letter of support from Principal; and f. Technologically savvy;

3. Measureable Outcome Based Performance - a. STARR – Student performance in last four STARR administrations; b. EOC – Student performance in last four EOC administrations, excluding summer admin; c. Percent of student retentions per semester; d. Absences: 90% or better; e. Strong Peer collaboration and communication; - Two letters of recommendation from peer at same work place; 4. Teacher agreement to commit to remain for four years with the district after completion of the program requirements and begin initial planning and implementation of education and training course in dual enrollment opportunities with current high school students as indicated in the partnership MOU; 5. Laredo ISD in its recruitment strategy has identified the following factors that will determine the final selection of program candidates to include: a. Experience and proficiency of teachers including field experience; b. Degree to which the diversity of teacher population mirrors that of the student population; and c. Teacher proficiency and field experience in traditionally hard-to-staff areas in core academic & CTE including Secondary Math, Science, ELA, Reading, S.S., CTE-STEM, & Family Consumer Science.

Laredo ISD will also reach out to Texas A&M International University (TAMIU), Laredo College and Texas A&M Kingsville as a dual credit partner for their degree programs and certifications via MOU in traditionally hard-to-staff areas in core academic & CTE including Secondary Math, Science, ELA, Reading, S.S., CTE-STEM, & Family Consumer Science. Their program offerings may mitigate any additional cost concerns that allow for sustained and rigorous opportunities for our candidates and they offered alternative certification programs in core areas and also CTE-STEM, & Family Consumer Science. This will create a holistic opportunity for Laredo ISD candidates to get a full range of options toward filling our traditionally hard-to-staff areas in core academic & CTE course offerings for our students while helping build our organizational capacity.

J.W. Nixon High School will recruit students from all high schools within the Laredo ISD district boundary area. The students targeted are identified as economically disadvantaged, at-risk, and first generation college going students. As part of our yearly recruitment processes for this program, J.W. Nixon High School administrators, staff members and teachers will provide parents and students the information about the Education Pathway through planned parent meetings held at local area middle schools. Presentation and informational pamphlets are provided in English and Spanish. Counselors are trained at their counselor meetings to inform them of the process and what choices are available for the students' college and career pathways.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	X \$11,000 =	<input type="text"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="2"/>	X \$5,500 =	<input type="text" value="11,000"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="1"/>	X \$6,000 =	<input type="text" value="6,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text" value="3"/>	X \$9,000 =	<input type="text" value="27,000"/>
Total Request for Pathway 1			<input type="text" value="44,000"/>

PATHWAY TWO

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

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

PATHWAY THREE

Check this box if you are applying for Pathway 3

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

Request for Grant Funds

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

PAYROLL COSTS (6100)	BUDGET
Stipend for Teachers teaching Education and Training Courses	11,000
Professional Extra-duty Pay	3,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)	BUDGET
Educator Professional Development (e.g. ESC, College Board, AP, Dual Credit)	10,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
General consumable office supplies	4,062
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)	BUDGET
Student Travel for Conferences	10,000
Employee in State travel for PD and Conferences	4,000
<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.

2

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.

J.W. Nixon High School will begin working toward establishing a solid plan for implementation student career development in education and training pathways including instructional pedagogies, practicum opportunities for students in the program along with strategies to select, recruit, and provide orientation to students engaged in the education and training coursework in order to elevate the perception of the teaching profession through the development and facilitation of high-quality Education and Training courses at the high school level.

The planning and implementation includes areas to address 1) career counseling of students engage in the education and training pathway; 2) support opportunities for students both academically and social/emotionally with a teacher/student mentor program, parental involvement activities, academic deans, guidance counselors, career counselors, & through our community partnerships that strengthen the capacity to provide a nurturing environment for students; 3) address teacher shortages in traditionally hard-to-staff areas including bilingual and special education; 4) closing demographic gaps between students and teachers; and 5) change perceptions of the teaching profession. The planning an implementation includes addressing recruitment efforts beginning at the high school level in order to expose students to teaching professions while in high school. J.W. Nixon High School has begun to establish dual credit courses taught with a high standard of curriculum that will attract high-ranked students to enroll and encourage them to hold the profession in high esteem. Instructional Practices and Practicum courses are associated with a Career and Technical Student Organization (CTSO).

In addition, instructional success includes dual-credit course work of highly skilled students predicated on creating and supporting dual credit education & training, ensuring essential teacher preparation that is sustained, rigorous, data-driven, & evidence-based practices focused on building instructional and organizational capacity in core academic and CTE shortage areas including Secondary Math, Science, ELA, Reading, S.S., CTE-STEM, & Family Consumer Science. The strategies include plans to increase enrollment in each course every year mainly through strong recruitment efforts and engaging parents. The program framework modifications include changes in structured instructional practices when and if necessary to provide for a stronger conceptual design and aligns performance-based strategies impacting school improvement, increasing student academic achievement, increasing teaching effectiveness, enhancing dual enrollment education & training practices. Additionally, planning includes developing recruitment and selection criteria for highly-qualified classroom teachers measured by student academic success and teachers that have actual field experience in education and training courses including instructional pedagogies and practicums in education and training.

The foundational components will consist of the school design (School-within-a-school model), recruitment strategies that include open enrollment, business partnership agreements, details on course crosswalk of dual-credit courses/sequence leading to an associate or bachelor degree, along with practicum learning opportunities for participating students that will address regional workforce needs by establishing a work-based learning framework with flexible class scheduling that connect the classroom to learning providing students with exposure to career options at no cost for participating students. Implementation of Instructional practices and/or practicum in education & training dual credit courses. establishment or continued career & Technical Education Student Organization (CTSO).

These innovative practices will allow for the application of Critical Success Factors (CSF) that are evidence-based enhancing student acquisition of academic, technical skills, & acquiring knowledge in their chosen industry cluster program of study including: (1) Improving Academic Performance; (2) Increasing the Use of Quality Data to Drive Instruction; (3) Increasing Leadership Effectiveness; (4) Increasing Learning Time; (5) Increasing Parent/Stakeholder Involvement; (6) Improving School Climate; & (7) Increasing Teacher Quality. Analysis for formative evaluation on qualitative & summative evaluation on quantitative data proposed versus actual implementation of activities, accomplishments & challenges encountered during implementation, activities, & lessons learned. The outcome measures will be disaggregated & analyzed by industry cluster, business partnerships, students served, grade level, individual teachers, academic area results, student cohorts, special pops, ELL, & compared with other high need schools. disaggregation of data will be broken down by objective, student, & demographics.

The selection process of highly qualified, field experienced classroom teachers with measurable evidence of student achievement is as follows:

1. Posting of the opportunity will be made available to all teachers at J.W. Nixon High School and those that are currently teaching Education and Training courses but not for dual credit will receive a \$5,500 each over two years. Continued partnership with Laredo College (MOU's) including teacher commitment to remain engaged in the program at Laredo ISD for an agreed length of time is a condition of receiving the stipend and initial education & training courses in dual credit opportunities with current J. W. Nixon high school students and exposing them to teaching career pathways and creating a more positive perception of the profession.
2. Qualifications - A. Teachers must hold a standard or life-time teacher certificate in the state of Texas and be currently employed as a teacher with Laredo ISD for at least 5 years; B. Teachers must hold a Master degree with 18 hours in Education; and C. Have a demonstrated a track recorded of instructional quantifiable success; and D. T-TESS Summative evaluation of Proficient or better;
3. Actively participate/ Sponsorship of 3 or more years at current campus - A. UIL Events; B. Class Sponsor; C. Club Sponsor; D. Strong Parental/Student Communication; E. Letter of support from Principal; and F. Technologically savvy;
4. Measurable Outcome Based Performance - A. STARR – Student performance in last four STARR administrations; B. EOC – Student performance in last four EOC administrations, excluding summer admin; C. Percent of student retentions per semester; D. Absences: 90% or better attendance rate; E. Strong Peer collaboration/communication; - Two letters of recommendation from peer at same work place;
5. Teacher agreement to commit to remain for four years with the district after completion of the program requirements and engage in planning and implementation of education and training course dual enrollment opportunities with current high school students as indicated in the MOU;
6. Laredo ISD in its recruitment strategy has identified the following factors that will determine the final selection of program candidates to include: A. Experience and proficiency of teachers including field experience; B. Degree to which the diversity of teacher population mirrors that of the student population; and

C. Teacher proficiency and field experience in traditionally hard-to-staff areas in core academic & CTE including Secondary Math, Science, ELA, Reading, S.S., CTE-STEM, & Family Consumer Science.

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 recruitment & enrollment plan will begin each spring semester beginning the 2019-2020 school year for the 2020-2021 school year. Teachers/staff will engage in recruitment activities at each of the middle school campus for eight graders considering attending the J.W. Nixon HS and current 9th grade students. In addition, students/parents will be invited to an "Open House" to engage with teachers/staff about the program, its structure, the requirements, and benefits to increase student interest and persistence. A standard application process will provide students/parents with the opportunity to complete the application and students will be selected in a fair and balanced selection process for the program candidates. The articulated courses for dual-credit will enable students to get personal training & experience from the expert instructors & allows for students to receive credits toward an associate or bachelor degree as well as work-based (Practicum) educational experiences at Laredo ISD such as tutoring and peer advising roles.

The profile of students targeted for recruitment is as follows:

1. Students that are in the upper 20% of their class including overall GPA;
2. At or above grade level on the last three STAAR assessments in ELA, Math or Science;
3. Attendance at 85% or higher for the previous four years;
4. No disciplinary referrals in the last four years;
5. Recommendation Letters for Teachers/Staff and Community members;
6. A brief essay on why they are the perfect fit for this program and their aspirations of becoming a teacher;
7. Active members in school organization and/or community organizations demonstrating civic leadership; and
8. Provide appeal for any reason (above) that a student feels should be reconsidered by a separate campus based committee recommendation - **Note – The circumstances would have to demonstrate that the above criteria was not met due to reasonable circumstances beyond the students control (e.g. Long-term Illness, etc.).

The individuals that are part of the Laredo ISD and J.W. Nixon Leadership Team include: 1) Dr. Gerardo Cruz, Assistant Superintendent for Curriculum and Instruction; 2) Mr. Israel Castilla, Director for Secondary Education; 3) Deans/Instructional Specialists; 4) Mr. Rogelio Garcia - CTE/CCMR Director; 5) Ms. Cassandra Mendoza, Campus Principal; 6) Asst. Principals; 7) Counselors; 8) Master Teachers; 9) Parent Liaison; 10) Academic & Non-Academic Teachers; 11) Laredo College liaison; 12) Workforce Solutions for South Texas; 13) Business partner liaisons; & 14) Communities in Schools.

The leadership team is intended to meet on a monthly basis when possible typically on the second or third Tuesday of the month depending on the instructional calendar and agenda topics typically address academic progress, attendance, discipline, campus initiatives, testing, dual-credit, advanced placement AP, certifications, degree plans, internships, externships, & providing students gainful practicum experiences in our local and regional area via current educational partnerships. Students are supported both academically and social/emotionally through wrap-around services with community outreach & non-profit organizations along with internal support structures to provide our students with sound academic & social/emotional

supports. Students are supported through weekly one-on-one interactions with guidance counselors that allow students to engage in social/emotional conversations addressing the students' academic & individual well-being. Other strategies the campus integrates is student mentoring programs, tutoring and after school initiatives for struggling students or opportunities to receive additional training prior to taking the SAT, ACT, or TSI college entrance assessments. Students also receive services in college/career counseling, opportunities for college campus visits and recruitment from college on campus called "College Night." Parents are also recruited to become volunteers at the campus bolstering support for their child and providing much needed services for other parents as well.

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.

The articulation agreement (MOU) that has already been established with Laredo College outlines the post-secondary training and educational dual-credit coursework provided for Laredo ISD students and includes the a) curriculum alignment; b) instructional materials; c) instructional calendar; d) programs and course of study leading to certification and/or degree; e) student enrollment and attendance criteria; f) grading periods and policies on grading criteria; and g) the administering of statewide assessments. All industry partnerships under the will enter into MOU's with our business partners ensuring our business partners provide all participating students access to educational and work-based training programs and the MOU will be reviewed every two years and updated. The signed MOU is attached as part of this application and all costs for testing (TSI, SAT, ACT), tuition, and books are currently covered by the district.

The process through which the students will earn and transfer dual credits is as follows:

A. 9th grade students will begin by completing their regular high school course work including two dual-credit courses (KINE 1304 & COSC 1301) in the principles of education pathway;

B. 10th grade students will be required to take four dual-credit courses (HIST 1301, HIST1302, PSYC 2301, and MUSI 1305) and an advanced dual-credit course in Psychology (PSYC 2314) in the principles of education pathway;

C. 11th grade students will be required to take 6 dual-credit courses (ENGL 1301, ENGL 1302, GOVT 2305, GOVT 2306, BIOL 1308, & BIOL 1108) in addition, two advanced courses in instructional practices (EDUC 1301 & EDUC 2301) in the principles of education pathway; and

D. 12th grade students will be required to take 6 dual-credit courses (MATH 1314, College ALG, CHEM 1311, CHEM 1111, ENGL 2327, & AM LIT) along with two additional advanced courses in practicum in Education and Training (CDEC 1313 & CDEC 1359) in the principles of education pathway.

The advanced courses cover topics such as introduction to the teaching profession (EDUC 1301), Introduction to special populations (EDUC 2301), curriculum resources for Early Childhood programs (CDEC 1313, Children with Special Needs (CDEC 1359), and a Practicum in Education and Training. Laredo ISD will

typically provide the students the opportunity to engage in their practicum activities at a Laredo ISD campus under the direction of a master teacher or mentor teacher.

The standard dual-credit courses total 44 hours of dual credit towards an associate or bachelor degree and an additional 15 hours in education and training courses for up to a total of 60 college credits prior to graduation.

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.

N/A

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.

N/A

OPTIONAL Shared Services Arrangement (SSA)

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

Fiscal Agent	County-District Number
N/A	

Member LEA	County-District Number

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

N/A