



2018-2019 Grow Your Own Grant Program
 Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID [REDACTED]

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

Document Control Center, Grants Administration Division
 Texas Education Agency
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Application stamp-in date and time

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Grant Information

Grant Period **04/13/2018** to **05/31/2020** (Pathways 1 and 2)

04/13/2018 to **06/30/2019** (Pathway 3)

Program Authority **GAA, Article III, Rider 41, 85th Texas Legislature**

Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

Applicant Information

Name **Laredo Independent School District** CDN or Vendor ID **240901** ESC # **1** Campus # **[REDACTED]** DUNS # **057570640**

Address **1702 Houston St.** City **Laredo** ZIP **78040** Phone **956-273-1401**

Primary Contact **Oscar Perez** Email **operez@laredoisd.org**

Secondary Contact **Scott Roberts** Email **sroberts@laredoisd.org**

Certification and Incorporation

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

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

Authorized Official Name/Title **Dr. Sylvia G. Rios/Super.** Signature  Date **3-6-18**

Grant Writer Name **Scott Roberts** Signature  Date **3-6-18**

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

701-18-106-022

Shared Services Arrangements

- Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 - The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
 - SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
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 10 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 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 high school campuses 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 Requirements

1. Describe your plan for the implementation of the Education and Training courses, Instructional Practices and/or Practicum in Education and Training, and CTSO (TAFE/FCCLA) chapter at participating LEA high schools.

Laredo ISD in a comprehensive effort to improve recruitment/retention and address teacher shortages in traditionally hard-to-staff areas plans to implement education and training courses at each high school and create instructional practices and/or practicums in education and training through partnerships with local and regional IHE's. In addition Laredo ISD is committed to establish and sustain Career & Technical Education Student Organizations (CTSO) chapters including (TAFE/FCCLA) or similar CTE student organizations at each participating high school along with participations in competitive event's throughout each academic year providing students with opportunities exposing them to career pathways and creating a more positive perception of the teaching profession offering dual credit coursework aimed at preparing them for teaching professions in core academic and CTE shortage areas.

Laredo ISD has planned for a sustained and rigorous education and training program that: 1.) establishes community partnerships with local and regional institutes for higher education; 2.) increases teacher knowledge and builds instructional capacity; 3.) creates career pathways for students applying instructional practices and/or practicum along with dual credit opportunities exposing students to the teaching profession; 4.) improves teacher quality through advance degree and certification opportunities; 5.) provides data-driven decision making to regulate and differentiate instructional strategy; 6.) provides 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; and 7.) establishes or provides for continued Career & Technical Education Student Organizations (CTSO's) . Through establishment of partnerships with local and regional institutes of Higher Education (MOU's) that include teacher commitment to remain with Laredo ISD for an additional 4 years and establishing education & training courses with embedded instructional practices and/or practicum along with dual credit opportunities with current high school students exposing them to teaching career pathways and thereby creating a more positive perception of the teaching profession.

The implementation and establishment or continued Career & Technical Education Student Organization (CTSO) and participating in at least one competitive event each academic year thereafter provides the impetus to enhance leadership and instructional strategies that build a foundation of growing our own students to become educators 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.

The process for student recruitment begins with a middle school recruitment presentations from all high school and magnet program offerings to eighth graders and moves into freshmen orientation meetings held in mid-May for incoming ninth graders. Students are given information on the pathways for them to consider as they start their high school/college/ career journey. Students who enroll in the teaching pathways are inducted into the program on World teacher's day in October. Administration, teachers, staff, parents and community members take part in the induction process showing students that community engagement is critical to their successful future and the future of our community. The event is announced in our local newspaper and other media outlets. The students receive their pin, and certificate honoring their career choice and during the graduation ceremony they are honored by proudly wearing their dual credit colored cord at graduation. Students are given an opportunity to earn up to sixty college credit hours by the time they graduate high school that reduces education costs and provides a valuable component to our community's commitment to student success.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding.
 You may apply for any pathway individually or for Pathways 1 and 2 together. Pathway 3 cannot be combined with any other pathway. Refer to the program guidelines for information on restrictions to the maximum number of participants.

Pathway 1

Check this box to apply for grant funding under Pathway 1.
 Number of participants 10 times \$13,000 130,000

Pathway 2

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

Pathway 3

Check this box to apply for grant funding under Pathway 3.
 Number of participants times \$22,000

Education/Training Courses and Related CTSO Participation and Events

Number of high schools 4 times \$3,000 12,000

Funding Request

Pathway 1	130,000
Pathway 2	
Pathway 3	
Education and training courses	12,000
Total grant funds requested	142,000

Statutory/Program Assurances: All Pathways

- The applicant assures that each high school campus within the participating LEA will offer the Instructional Practices and/or Practicum in Education and Training courses of the Education and Training course sequence.
 The applicant assures the each high school campus within the participating LEA will establish or continue a chapter of a
- CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.

Statutory/Program Assurances: Pathway 1

- The applicant assures that LEA campus participants will establish or continue a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event.
 The LEA assures its participation in an initial TEA Teacher Institute on or around June 12-14, 2018, with participants
- including Education and Training course teachers, campus principals and college/career counselors. Principals and counselors will only be required to attend on June 12.

Statutory/Program Assurances: Pathway 3

- The applicant assures that the clinical teaching assignment is one academic year (28 weeks minimum) in length.
- The applicant assures that the IHE/EPP provides residents with with teacher certification; evidence-based coursework; and an opportunity to practice and be evaluated in a school setting.
 The applicant assures that the IHE/EPP provides residents with in-person and on-site coaching and evaluation, with at
- least five on-site observation and feedback cycles per semester, at least two of which include the observation of a full lesson.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Teacher Master Degree Tuition Costs, Books, and Travel	100,000
2. Education/Training Courses & Related CTSO Participation, Travel, Events, Materials, Consumables	12,000
3. Certification in areas of Math, Science, ELA, Reading, S.S., CTE-STEM, & Family Consumer Science	30,000
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Total grant award requested 142,000

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

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

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

10 Teachers will participate in the program in order to fill and sustain traditionally hard-to-staff areas in core academic & CTE teaching positions including Secondary Math, Science, ELA, Reading, S.S., CTE-STEM, & Family Consumer Science.

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

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

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.

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

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

Laredo ISD High Schools currently provide a pathway of education for students for the last two years in dual enrollment opportunities. Students are tested in TSI starting in their sophomore year and begin taking the EDCI courses as Dual enrolled with IHE professors.

The partnership with Texas A&M International University (TAMIU) and Laredo Community College as a dual credit partner provides the process by which students earn and transfer dual credit. Laredo ISD dual credit courses are already articulated in current MOU's with our IHE partners. Therefore enhancement of teacher knowledge, education and certification in traditionally hard-to-staff areas in core academic & CTE including Secondary Math, Science, ELA, Reading, S.S., CTE-STEM, & Family Consumer Science is a priority in addition to providing a career pathway for students to consider a teaching profession.

Laredo ISD will also reach out to Texas A&M Kingsville for their master 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 offers options that 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 that our local IHE partnerships do not. 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.

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

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

Laredo ISD 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. Students apply to participate in the Early College Programs in eighth grade or attend the corresponding high school and are offered the opportunity for dual enrollment offerings after completing the TSI for college admission that is provided by Laredo ISD in the students sophomore year to every student. Once a student has successfully completed the TSI college entrance they are qualified to enter the dual enrollment coursework with our partner IHE's.

As part of our yearly ECHS recruitment processes, Laredo ISD Early College administrators, staff members and teachers 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.

Laredo ISD offers an Early College High School with Blue Ribbon recognition located at the TAMIU campus for easy student access to the college as one option that has already articulated teaching pathways as one of their many dual credit options for students attending. Laredo ISD is also in the process of transforming the Health Science magnet program into an ECHS program at the local community college for students interested in health science careers, and has an articulated STEM magnet program at another high school providing students with CTE certifications and/or dual credit opportunities with our local community college. TAMIU also allows Laredo ISD students' transferability of coursework to the university under the current MOU's to continue their college and career pathways.

Additionally, Laredo ISD offers a magnet program in Communications and Fine Arts program that is also geared toward dual credit and college readiness programs in CTE and fine arts courses. Overall Laredo ISD offers dual credit at each of the four high schools and three magnet programs as our commitment to student college and career readiness success. Currently, Laredo Community College, TAMIU, and Laredo ISD are in talks to offer students a bachelor degree program applying dual credit options at the community college and/or TAMIU for teaching careers filling the need locally to offer students opportunities to earn an education degree and certification in traditionally hard-to-staff areas in core academic & CTE. This program would help solidify that partnership and provide an efficient education and training model that would build organizational capacity and provide for sustainability of these dual credit opportunities for our students.

The process for student recruitment begins with a middle school recruitment presentations from all high school and magnet program offerings to eighth graders and moves into freshmen orientation meetings held in mid-May for incoming ninth graders. Students are given information on the pathways for them to consider as they start their high school/college/career journey.

Students who enroll in the teaching pathways are inducted into the program on World teacher's day in October. Administration, teachers, staff, parents and community members take part in the induction process showing students that community engagement is critical to their successful future and the future of our community. The event is announced in our local newspaper and other media outlets. The students receive their pin, and certificate honoring their career choice and during the graduation ceremony they are honored by proudly wearing their dual credit colored cord at graduation. Students are given an opportunity to earn up to sixty college credit hours by the time they graduate high school that reduces education costs and provides a valuable component to our community's commitment to student success.

Laredo ISD has always committed to motivating our students to enter and persist in Education and Training courses through established partnerships, leadership, and commitment to our stakeholders to ensure our future leaders have every opportunity to be highly educated, successful, and productive leaders in our community.