Grow Your Own
WEBINAR 2: PROGRESS MONITORING
Cycle 1 Grant Program Support
DECEMBER 2018
Grow Your Own Cycle 1 Implementation Resources

Application and Support Information

Errata #1
Errata #2
FAQ (Updated 2-26-2018)
General and Fiscal Guidelines
Supplement to the General and Fiscal Guidelines: Competitive Grants
Provisions and Assurances
Lobbying Certification
Debarment and Suspension
Program Guidelines
Application
Pathway 1 Attachment
Pathway 2 Attachment
Pathway 3 Attachment
Shared Services Arrangement Attachment
Reviewer Information Form
Notice of Intent to Apply
Additional Resource: Grow Your Own Teacher Initiatives Resources
Additional Resource: Motivations for Choosing Teaching
Applicants’ Conference – TASA Midwinter 1.30.2018
Applicants’ Webinar

http://tea4avoswald.tea.state.tx.us/grantopportunities/forms/grantprogramsearch.aspx

https://tea.texas.gov/Texas_Educators/Educator_Initiatives_and_Performance/Grow_Your_Own/

GYOgrant@tea.texas.gov

Program Guidelines:
2018–2019 Grow Your Own Grant Program
What Does a Successful Grow Your Own Program Look Like?

Progress Monitoring: How, Why, and Who?

Best Practices: How Can Progress Monitoring Work for Us?

Resources and Upcoming Technical Assistance
What Does a Successful Grow Your Own Program Look Like?
The TEA Strategic Priority Framework

Every child prepared for success in college, a career, or the military

Strategic Priority 1

- Recruit, support, and retain teachers and principals
- Build a foundation of reading and mathematics
- Connect high school to career and college
- Improve low-performing schools

Enablers

- Increase transparency, fairness, and rigor in district and campus academic and financial performance
- Ensure compliance, effectively implement legislation, and inform policymakers
- Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)
2018–2019 Grow Your Own Grant Program, Cycle 1
Teacher Pipeline

Pathways 1, 2, and 3: Education and Training
- High-quality courses and Career and Technical Student Organizations
- Dual Credit (pathway 1)

High School Students

Paraprofessionals
- Pathway 2
  - Bachelor’s degree completion
  - Teaching certifications

Pathway 3
- High-quality clinical teaching residencies
- Place-based training

Educator Prep Program Candidates

Current Teachers
- Pathway 1
  - Master’s degree completion
  - Professional development/support to implement Education and Training programs
Outcomes of a Successful Grow Your Own Program

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A declining perception of the teaching profession</strong>, demonstrated by the stated lack of desire of students graduating high school to pursue the profession</td>
<td><strong>Elevate the perception</strong> of the teaching profession</td>
</tr>
<tr>
<td><strong>Changes in the demographics</strong> of the student population in Texas which outpace that of the teacher population</td>
<td><strong>Increase the quality and diversity</strong> of the teaching workforce throughout Texas</td>
</tr>
<tr>
<td><strong>Teacher shortages</strong> in traditionally hard-to-staff areas, particularly in rural regions throughout the state</td>
<td><strong>Increase the number</strong> of high-quality and diverse teaching candidates in traditionally hard-to-staff areas and rural regions</td>
</tr>
</tbody>
</table>
Outcomes of a Successful Grow Your Own Program
Education and Training Courses

Students

Teachers design **high-quality Education and Training programs** (including lessons, partnerships with field coordinators, etc.)

Teachers and other school staff **recruit** students (including **diverse and high-performing students**) for all courses

Students develop **a strong understanding of the education field** and their own potential career trajectory

Students successfully complete **teacher certification** programs

Students have an **elevated perception of the teaching profession**

Students **earn dual credit** in education coursework and are better prepared for college coursework
Schools and districts maintain connections with alumni and recruit them to return to teach.

Motivated, successful alumni return to the community to teach in hard-to-staff positions.

Schools and district save money related to teacher turnover.

Students district-wide have an elevated perception of the teaching profession.

All teaching positions in the district are filled by high-quality, well-prepared professionals.

Schools and district build a high-quality, dedicated teacher workforce that reflects the community.

Student learning and outcomes improve.
Outcomes of a Successful Grow Your Own Program

Pathway 1

Teachers enroll in master’s degree courses

Teachers design and implement a high-quality Education and Training program

Teachers grow professionally by earning a master’s degree

Teachers grow professionally by recruiting, mentoring, and teaching future educators

Students district-wide have an elevated perception of the teaching profession

All teaching positions in the district are filled by high-quality, well-prepared professionals

Schools and district retain high-quality, dedicated teachers

Teachers are motivated to stay in the teaching profession and their schools

Schools and district save money related to teacher turnover

Student learning and outcomes improve
Outcomes of a Successful Grow Your Own Program
Pathway 2

Support staff enroll in teacher certification programs

Schools and districts provide flexibility, support, and accountability for enrolled staff

Support staff invest time and effort to successfully complete teacher certification

All teaching positions in the district are filled by high-quality, well-prepared professionals

Schools and district build a high-quality, dedicated teacher workforce that reflects the community

Staff fill hard-to-staff teaching positions in their school or district

Student learning and outcomes improve
Outcomes of a Successful Grow Your Own Program Pathway Three Grantees

Educator Preparation Programs recruit well-qualified, diverse teacher candidates for year-long clinical teaching assignments in hard-to-staff areas and regions.

Educator Preparation Programs support and prepare teacher candidates for success.

Teacher candidates provide high-quality instruction and support to students in rural regions.

Districts build high-quality, dedicated teacher workforce that reflects the community.

Alumni remain teaching in hard-to-staff positions or regions.

Teacher candidates successfully complete teacher certification programs.

All teaching positions in the district are filled by high-quality, well-prepared professionals.

Schools and districts save money related to teacher turnover.

Student learning and outcomes improve.
Progress Monitoring: Why, How, and Who?
Progress Monitoring: Why

Why is TEA collecting progress monitoring data?
- To ensure grantees are on-track for success
- To support grantees in taking steps to course correct if needed

Why should grantees gather their own progress monitoring data?
- To identify which strategies and approaches are working
- To troubleshoot and course correct early in implementation
- To customize and refine goals over time
- To share successful practices across schools and districts
## Progress Monitoring: When?

<table>
<thead>
<tr>
<th>Data Requested</th>
<th>Prior Collection</th>
<th>Current Collection</th>
<th>Next Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathway Overview</td>
<td>None</td>
<td>January 14, 2019</td>
<td>May 2019</td>
</tr>
<tr>
<td>Candidate Information</td>
<td>August 1, 2018</td>
<td>January 14, 2019</td>
<td>May 2019</td>
</tr>
<tr>
<td>High School Campus Profile</td>
<td>None</td>
<td>January 14, 2019</td>
<td>May 2019</td>
</tr>
<tr>
<td>Education and Training Course Information</td>
<td>November 9, 2018</td>
<td>January 14, 2019</td>
<td>May 2019</td>
</tr>
<tr>
<td>Factors Influencing Teaching (FIT) Choice Survey</td>
<td>November 9, 2018</td>
<td>None</td>
<td>May 2019</td>
</tr>
<tr>
<td>Grantee Name</td>
<td>District Name</td>
<td>Campus Name</td>
<td>Campus ID</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Sample (ESC4)</td>
<td>Houston ISD</td>
<td>Roosevelt HS</td>
<td>123456789</td>
</tr>
<tr>
<td>Sample (ESC4)</td>
<td>Humble ISD</td>
<td>Humble HS</td>
<td>987654321</td>
</tr>
</tbody>
</table>
## Progress Monitoring: Data Collection Form

### Tab 2

### Pathway 2

<table>
<thead>
<tr>
<th>Grantee Name (ESC4)</th>
<th>District Name</th>
<th>Campus Name</th>
<th>Campus ID</th>
<th>Number of Pathway 2 candidates confirmed on 9/1/18</th>
<th>Number of Pathway 2 candidates currently pursuing certification only</th>
<th>Number of Pathway 2 candidates currently pursuing Bachelor’s + certification</th>
<th>Number of Pathway 2 candidates at-risk for Bachelor’s and/or certification completion</th>
<th>Plan to support at-risk candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>Houston ISD</td>
<td>Roosevelt HS</td>
<td>123456789</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
<td>Sample</td>
<td>Houston ISD</td>
<td>Brook ES</td>
<td>123765921</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>arrange on-site observation, required by cert program</td>
</tr>
<tr>
<td>Sample</td>
<td>Humble ISD</td>
<td>Bram MS</td>
<td>578320421</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>assign mentor teacher on the same campus in the same cert area</td>
</tr>
</tbody>
</table>
# Progress Monitoring: Data Collection Form

## Tab 3

### Pathway 3

<table>
<thead>
<tr>
<th>Grantee Name</th>
<th>Placement District Name</th>
<th>Placement Campus Name</th>
<th>Placement Campus ID</th>
<th>Number of Pathway 3 candidates confirmed on 8/1/18</th>
<th>Number of Pathway 3 candidates currently serving as a clinical teacher</th>
<th>Number of Pathway 3 candidates at-risk for Bachelor’s clinical year completion</th>
<th>Plan to support at-risk candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample (Texas State)</td>
<td>Blank ISD</td>
<td>Blank ES</td>
<td>382947563</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>coordinate schedules to allow shared transportation</td>
</tr>
<tr>
<td>Sample (Texas State)</td>
<td>Example ISD</td>
<td>Example HS</td>
<td>123456195</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Supporting At-Risk Candidates

<table>
<thead>
<tr>
<th>Who is at-risk?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Candidates not on-track to complete their degree or certification within grant timelines</td>
</tr>
<tr>
<td>• Candidates not making progress towards highly-effective teaching</td>
</tr>
<tr>
<td>• Candidates not committed to returning to the LEA to teach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are risk factors?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Frequent tardy or missed courses</td>
</tr>
<tr>
<td>• Challenges completing rigorous coursework</td>
</tr>
<tr>
<td>• Barriers such as transportation or childcare</td>
</tr>
<tr>
<td>• Scheduling challenges</td>
</tr>
<tr>
<td>• Ill fit with mentor teacher and/or placement campus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are effective supports?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compensated release time</td>
</tr>
<tr>
<td>• Flexible schedule</td>
</tr>
<tr>
<td>• Job-embedded training</td>
</tr>
<tr>
<td>• Transportation</td>
</tr>
<tr>
<td>• Enrollment and graduation process support</td>
</tr>
<tr>
<td>• Professional development</td>
</tr>
<tr>
<td>• Interpersonal support</td>
</tr>
<tr>
<td>• Test prep/tutoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What are intended outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Candidates on-track to complete their degree or certification within the grant timeline</td>
</tr>
<tr>
<td>• Candidates on-track to become highly effective teachers</td>
</tr>
<tr>
<td>• Candidates committed to teaching in the LEA</td>
</tr>
</tbody>
</table>
**Candidate Information** (enter data as of December 17, 2018; updated from original August 1, 2018 submission)

- Revise for any changes
- Remove candidates that are no longer participating

### Pathways 1 & 2: Candidate Information

<table>
<thead>
<tr>
<th>Candidate Last Name</th>
<th>Candidate First Name</th>
<th>Candidate Date of Birth</th>
<th>Employee Unique ID Number</th>
<th>other ID number</th>
<th>Type of GYO Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample A</td>
<td>Sample A</td>
<td>1/1/1980</td>
<td>1234567890</td>
<td>234567890</td>
<td>Education and Training course</td>
</tr>
<tr>
<td>Sample B</td>
<td>Sample B</td>
<td>2/2/1975</td>
<td>7654321098</td>
<td>456789012</td>
<td>Pathway 2 (Bachelor's and cert.)</td>
</tr>
</tbody>
</table>

### Pathway 3: Clinical Teaching Candidates

<table>
<thead>
<tr>
<th>Candidate Last Name</th>
<th>Candidate First Name</th>
<th>Placement Campus Name</th>
<th>Placement Campus ID</th>
<th>Placement District Name</th>
<th>Placement District ID</th>
<th>Placement Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample A</td>
<td>Sample A</td>
<td>Reagan EL</td>
<td>057905197</td>
<td>Dallas ISD</td>
<td>057905</td>
<td>Grade</td>
</tr>
</tbody>
</table>
# Progress Monitoring: Data Collection Form

## Tab 5
**High School Campus Profiles**

<table>
<thead>
<tr>
<th>Grantee Name</th>
<th>District Name</th>
<th>Campus Name</th>
<th>Campus ID</th>
<th>9th grade total enrollment</th>
<th>10th grade total enrollment</th>
<th>11th grade total enrollment</th>
<th>12th grade total enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>Example ISD</td>
<td>Example HS</td>
<td>345678172</td>
<td>78</td>
<td>75</td>
<td>70</td>
<td>65</td>
</tr>
</tbody>
</table>

## Tab 6
**Course Enrollment** (enter data as of December 17, 2018; updated from original November 9, 2018 submission)

<table>
<thead>
<tr>
<th>Grantee Name</th>
<th>District Name</th>
<th>Campus Name</th>
<th>Campus ID</th>
<th>Local Course/Class Name</th>
<th>State Service ID (Class Number)</th>
<th>Fall 2018 Student Enrollment as of 12/14/2018</th>
<th>Instructor Name</th>
<th>Instructor email</th>
<th>Dual Credit? (y/n)</th>
</tr>
</thead>
</table>

## Tab 7
**Student Details** (enter data as of December 17, 2018; updated from original November 9, 2018 submission)

<table>
<thead>
<tr>
<th>Local Course/Class Name</th>
<th>State Service ID (Class Number)</th>
<th>Student Last Name</th>
<th>Student First Name</th>
<th>TX Student Unique ID</th>
<th>Other ID Number (optional)</th>
<th>Student Race/Ethnicity</th>
<th>Student Gender</th>
<th>Student Rank/Percentile</th>
<th>Student grade</th>
</tr>
</thead>
</table>
Additional Progress Monitoring
Grant awardees may enter additional progress monitoring being conducted that

- aligns to the **needs assessment** and **strategies** to address needs;
- tracks progress towards the **SMART** (specific, measurable, achievable, relevant, and timely) **goal(s)** and **benchmarks** consistent with the purpose of the grant;
- uses **project evaluation data** to determine when and how to **modify the program** to meet SMART goals; and
- incorporates **internal data** collected by grant managers, candidates, and other staff.
Grant Managers and Colleagues:

1. Revisit and revise SMART goals as needed based on feedback from TEA, SMART goal criteria, and program implementation to date.

2. Identify formal and informal data to collect across program implementation based on SMART goals, needs assessments, and program design.

3. Collect and/or confirm data and evidence to date with colleagues.

4. **Complete and submit Progress Monitoring by January 14, 2019.**

5. Continue to collaboratively gather internal data for ongoing progress monitoring and future TEA data collections, and to inform program implementation over time.
Progress Monitoring: How?

- Meeting notes
- Short internal surveys (e.g., online form)
- Informal interviews
Malia High School
• The only high school in Malia ISD
• Total student enrollment of 352
• 40 percent Hispanic
• 40 percent White
• 15 percent African American
• 5 percent other race/ethnicity

Education and Training Program
• In place for 5 years
• 75 percent White students
• No students from the top 10 percent (high-achieving)
• 8 students per year in Principles of Education and Training
• 6 students per year in Human Growth and Development
• 4 students per year in Practicum in Education and Training
• All students participate in Texas Association of Future Educators
Malia High School has a recruitment plan to increase the number, quality, and diversity of students who complete the Education and Training course sequence.

- **Surveys** of middle school and ninth-grade teachers to identify students who would be good candidates for teaching careers, with a focus on diverse students.
- **Surveys** of middle school and ninth-grade students to identify potential first-generation college students.
- Development of key messages (e.g., job experience, connection to community and family, career stability).
- Targeted outreach to identified students and families, leveraging students currently enrolled in Education and Training courses.
- Targeted outreach to high-performing students (top 20 percent of class).
Malia ISD has set **SMART goals** around increasing the **number** of students who complete the Education and Training course sequence at Malia HS:

- By 2020, at least 10 students enrolled in the Principles of Education and Training course
- By 2021, at least 8 students enrolled in both the Human Growth and Development course and the Instructional Practices course
- By 2022, at least 6 students enrolled in the Practicum in Education and Training course

Malia ISD has set **SMART goals** around increasing the **quality and diversity** of students who complete the Education and Training course sequence:

- By 2021, at least 40 percent of students enrolled in education and training courses identify as Hispanic, African American, or other race/ethnicity
- By 2022, at least 1 student from the top 10 percent of their class enrolled in the Principles of Education and Training course
Malia ISD will **report to TEA:**

- Total student enrollment in each grade at Malia HS  
  ![Tab 5](image)
- Total enrollment in each Education and Training course offered  
  ![Tab 6](image)
- Information on students enrolled in Education and Training courses (race, gender, class rank, grade level)  
  ![Tab 7](image)
- Information on the instructors teaching each Education and Training course  
  ![Tab 4](image)
Malia ISD has set a **SMART goal** around how the Education and Training program *improves perceptions of teaching*:

- **By 2020**, at least 85 percent of students enrolled in Education and Training courses will indicate a serious interest in teaching as a future job or career.

Malia ISD will **report to TEA**:

- The percentage of students indicating serious interest in teaching as a future job or career on end-of-course surveys.
Malia ISD plans to **internally monitor**:

- How recruitment and outreach plans are implemented in practice
- How many students are identified by teachers as strong candidates for Education and Training courses
- How many potential first-generation college students are identified as strong candidates
- How many students or families respond to targeted outreach
- How current students in Education and Training courses rate their experiences and the value of the courses
- How students in Education and Training courses plan to use dual-credit earned (once available)
- How past students in Education and Training courses use dual-credit earned (once available)
- How many student alumni enroll in Educator Preparation programs after graduation
- How many student alumni return to Malia ISD to fill teaching positions after becoming certified
Malia ISD will **report to TEA:**

- Updates to Pathway 1 candidate information (if applicable)  
  ![Tab 4] 

- The total number of Pathway 1 candidates, the number of candidates on track to complete their M.Ed. by 2020, and the number of candidates not on track  
  ![Tab 1] 

- Plans to support Pathway 1 candidates not on track to complete their M.Ed. by 2020  
  ![Tab 1] 

- The total number of Pathway 1 candidates currently teaching Education and Training courses in Fall 2018, as required by the grant  
  ![Tab 1]
Malia ISD plans to **internally monitor**: 

- What current and future support Pathway 1 candidates (Education and Training teachers) need to stay on track for their master’s degree
- Steps taken to have dual credit in place by Fall 2020
- What range of colleges and universities accept dual-credit earned through Education and Training courses
- How counselors, elementary and middle school leaders, and other staff view Education and Training courses and how they communicate about them with parents and students
Progress Monitoring Example: Malia ISD

- Online form
- Internal interviews
Bright Stars University and Mellon Independent School District will collaborate to gather information internally on:

- The reasons that candidates sought out year-long clinical assignments (e.g., funding, schedules, dedication to teaching, desire for more applied learning, etc.)
- The Texas Essential Knowledge and Skills (TEKS) that students have mastered (AND not yet mastered)
- The supports that candidates request or need to be successful
- The candidates’ short- and long-term career aspirations or plans
Best Practices: How Can Progress Monitoring Work for Us?
Build Understanding and Share Ownership

• Be transparent and up-front about what data will be collected, why, and how
• Be transparent and up-front about how data will be shared
• How do families perceive teaching as a career?
• What are other common career options for students?
• Do candidates attend the same or different colleges or universities?
• Are there unique geographic or other challenges?
Unpacking the “Why”

- Are there unexplored factors around candidate or program success?
- How have these factors influenced progress to date?
• Are there new or revised strategies or approaches that may help improve outcomes?
• Are there new protocols or systems that may help with implementation fidelity?
• Are there interim goals that need to be addressed before long-term outcomes?
Resources and Upcoming Technical Assistance
Check out:
- Texas GYO Website: [https://tea.texas.gov/Texas_Educators/Educator_Initiatives_and_Performance/Grow_Your_Own/](https://tea.texas.gov/Texas_Educators/Educator_Initiatives_and_Performance/Grow_Your_Own/)
- Texas CTE Resource Center: [https://www.txcte.org/](https://www.txcte.org/)
- Texas FCCLA: [https://www.texasfccla.org/](https://www.texasfccla.org/)
- TAFE: [https://www.tafeonline.org](https://www.tafeonline.org)

Coming soon:
- Next quarterly webinar for Grow Your Own grantees: **March 2019**
- “By popular demand” webinars on high-interest topics
- Grow Your Own share site
- Interactive Community of Practice site

Get in touch
- [GYOgrant@tea.texas.gov](mailto:GYOgrant@tea.texas.gov)