



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

NOGA ID

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

Application stamp-in date and time
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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):

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
- General Provisions and Assurances
- Application-specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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 of the applicant organization.

Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Demographics: Region 14 teachers are not as diverse as are the students sitting in the seats. For example, in Comanche ISD, where 51.9% of the student body is Hispanic, a mere 10.6% of the teachers are Hispanic and 79% are White. In one of our districts, Cross Plains, 100% of the teachers are White.	Pathway 1's focus on Education courses and on CTSOs that encourages long-term careers in Education offers rural districts the incentives and models to enact these same procedures in their districts. ESC 14 will offer support to participating districts (and encourage remaining districts to emulate their fellow districts in adding their own pathways for future long-term educators).
There are only 4 TAFE organizations in Region 14, two of which are in Abilene. While there are more FCCLA organizations, few of them participate in the education opportunities afforded there.	Every participating school will support an active Career and Technical Student Organization (CTSO), promoting a teaching job trajectory through practice and group encouragement.
Paraprofessionals and other local would-be educators: When surveyed, our ISDs expressed a need to move some of their hard-working aides and excellent subs into the classrooms.	ESC 14 will follow up its initial survey to gather names of paraprofessionals and other interested-and-gifted parties who either have not finished their undergraduate degrees or who have finished but have not attained teacher certification. Pathway 2's monies will enable such local individuals a speedy route to staying and teaching in their local communities.

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.

Pathway 1: 100% of participating Region 14 LEAs will implement high school Education and Trainings and form an active career and technical organization (CTSO, such as TAFE and/or FCCLA) by May 2021.

Pathway 2: 100% of participating teacher candidates will have completed their undergraduate degrees and receive standard teaching certification

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

Pathway 1
Benchmark 1: Determine how many ESC 14 districts are offering Education and Training courses in their high schools.

Pathway 2
Benchmark 1: Determine names and eligibility of paraprofessionals, instructional aides, and long-term substitute teachers who would benefit and participate in Region 14 ESC EPP program.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Pathway 1

Benchmark 2: Number of students now enrolled in Education and Training courses

Pathway 2

Benchmark 2: Number of paraprofessionals et al. who are enrolled in EPP training, with the aim of teacher certification

Third-Quarter Benchmark

Pathway 1

Benchmark 3: Number of ESCs who have formed a CTSO (such as TAFE and/or FCCLA)

Pathway 2

Benchmark 3: Number of paraprofessionals et al. who have completed their undergraduate programs and received standard teaching certificates

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.

Pathway 1:

- a) Look at our benchmark data. If participation is lower than expected, ESC 14 will offer additional trainings and presentations to counselors and principal groups to promote Education and Training courses.
- b) Survey the LEAs to determine their satisfaction with the program and perform modifications as needed.
- c) Share success stories.
- d) ESC 14 will offer its facilities and support staff to CTSO "club competitions."

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

1. Our Executive Director, Shane Fields, will inform Superintendents through the Superintendents' Forum and through an emailed letter of the Grow Your Own grant opportunity details.
2. ESC 14 will determine the degree to which the diversity of the teacher population mirrors that of the student population through use of PEIMS and TAPR data.
3. Mr. Fields will survey all Region 14 Superintendents to identify excellent teachers to teach the Education Courses and to form and mentor an education CTSO. Mr. Fields will encourage these administrators both
 - a) to consider the degree to which the diversity of eligible teacher candidates mirror that of the student population and
 - b) to involve teachers with demonstrated track records of student success, student involvement, student-teacher relationships, and teacher-teacher relationships.
4. Mr. Fields will email a detailed MOU to participating LEAs.
5. Support staff (under the supervision of consultant Vicki Hayhurst) here at ESC 14, as well as participating LEA teachers and principals, will attend the training in Austin in the summer of 2019. We will also devise our own materials and lessons to share with TEA and to add to the education curriculum.

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

1. Our Executive Director, Shane Fields, will inform Superintendents through the Superintendents' and Principals' forums and through an emailed letter regarding the Grow Your Own teacher grant opportunity details for excellent paraprofessionals, instructional aides, and long-term substitute teachers.
2. Mr. Fields will include data for each district that demonstrates the degree to which the diversity of eligible teacher candidates does not mirror that of the student population and suggest that the Grow Your Own can assist with narrowing that gap.
3. Mr. Fields will follow up the Superintendents' survey with local LEA personnel such as principals and guidance counselors, who may have a clearer awareness of eligible candidates.
4. Mr. Fields will email a detailed MOU to participating LEAs.
5. EPP support staff (under the direction of Greg Pace) will teach the new cohort through demonstrably successful learning modules and through additional training sessions, including the semi-annual Paraprofessionals Academy.

Pathway Selection and Participation

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

PATHWAY ONE

Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text" value="6"/>	X \$11,000 =	<input type="text" value="66,000"/>
Number of teachers who are teaching Education and Training courses, but not for dual credit	<input type="text" value="5"/>	X \$5,500 =	<input type="text" value="27,500"/>
Number of high schools with existing Education and Training courses in 2018-2019	<input type="text" value="5"/>	X \$6,000 =	<input type="text" value="30,000"/>
Number of high schools without existing Education and Training courses in 2018-2019	<input type="text" value="6"/>	X \$9,000 =	<input type="text" value="54,000"/>
Total Request for Pathway 1			<input type="text" value="177,500"/>

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" value="8"/>	X \$11,000 =	<input type="text" value="88,000"/>
Request for Pathway 2			<input type="text" value="88,000"/>
Request for Pathway 1			<input type="text" value="177,500"/>
Total Combined Request for Pathways 1 & 2			<input type="text" value="265,500"/>

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
Path 1: Participating education & training teacher stipend (5 teachers x \$5,500)	25,000
Path 1: Participating dual credit education & training teacher stipend (6 teachers x \$10,000)	60,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)	BUDGET
Path 1: Region 14 ESC Consulting Program Implementation	22,650
Path 2: Region 14 ESC Consulting Program Implementation	8,000
Path 2: Participant Tuition Costs-bachelor plus certification (up to \$10,000 per participant)	80,000
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)	BUDGET
Path 1: Consumable supplies (\$500 per high school)	5,500
Path 1: Instructional materials and resources (\$750 per high school)	8,250
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)	BUDGET
Path 1: Participant travel to TEA Teacher Institute (up to \$3,000 per high school)	33,000
Path 1: Teacher and student travel to CTSO events (\$2,000 per high school)	22,000
Path 1: CTSO membership and participation (\$100 per high school)	1,100
<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.

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.

Participating ISDs: participating ISDs have expressed excitement about recruiting students who may be interested in a career in education. Informational meetings, flyers, counselor encouragement, and word of mouth approaches will all be employed to encourage students to sign up for the education and training pathway.

Students: not only will students have opportunities to take the education pathways classes from excellent, up-to-date, trained teachers, but they will also be presented with activities to hone their skills, such as through their education "club," certificates indicating their education prowess, and demonstrable items for their job resumes.

Parents: parents will be informed about their children's opportunities to achieve a long-term and satisfying career in education. Parent information and parent-teacher nights will feature education and training courses.

Counselors: counselors will inform students about their options before selecting the education training endorsement track. In particular, counselors will encourage high-achieving students who enjoy school, students who reflect the diverse demographics of the school population, and male students to take the courses and "try on" teaching as an option for their long-term courses of study and careers.

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.

Participating ISDs: Every participating district has been presented with charts (such as the one below) that vividly demonstrate the disparity between the student population demographics and their corresponding teacher demographics. Without exception, Region 14 has a much higher percentage of white teachers than is present in its student population. Superintendents and principals have been made aware of the purpose of the GYO grant and have chosen excellent, charismatic educators to teach the education courses and to sponsor the school's education CTSO.

Teachers: The teachers who have been honored to teach the next generation of teachers will demonstrate excellence in teaching themselves, admiration of the teaching profession, and personalities that draw others to what they do as a career option. These teachers will personally approach high achieving students who enjoy school, students who reflect the diverse demographics of the school population, and male students to take the education courses and enroll in the education CTSO. The CTSO sponsor will provide hands-on teaching practice to the students and students will receive certificate, pins, and praise for their achievements (similar to FFA, Key Club, or National Society).

Counselors and principals: The high school's administration will display their support via notices, both on posters and online information, about student education track opportunities. They will promote the education CTSO (such as TAFE or FCCLA) by affording the sponsoring teacher time and opportunities to recruit and manage the education track.

Students: Because high-achieving students are so often encouraged to go into STEM fields or careers that demand respect such as nursing or law, they often don't even consider education as a way to use their intellect and give back to their communities. Because the CTSO and education courses provide hands-on opportunities to practice the craft of teaching, students will see first-hand the viability of a long-term career in education. Most of Region 14's districts already plan to reward students with a certificate of accomplishment for their persistence in the education track, and students will have the chance to work with classroom teachers directly and learn more about their desired fields of study.

IHEs: ISDs that are partnering with an Institute of Higher Education for dual credit will provide their students with a gateway to an education degree because their students will already have some college credit and thus will be more likely to a) go to college and b) persist in an education career trajectory.

Region 14 ESC: Region 14 will provide support to participating school districts with their education and training courses. Also, it will provide support and a venue for education CTSO competitions. This will be particularly helpful as both TAFE and FCCLA have chosen the same day for a major competition in the Spring.

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.

1.

Region 14 ISDs plan to leverage existing dual credit partnerships with Cisco, Western, and Ranger colleges to include, support, and promote courses in education.

Summary of dual credit partners (MOUs attached)

Cisco College: partnering with De Leon, Gustine, Ranger, and Wylie

Western Texas College: partnering with Hamlin and Roscoe

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.

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.

While it is understood that often schools employ paraprofessionals, instructional aides, and long-term substitute teachers who would make excellent educators, it's often difficult to help them make that transition. The GYO Pathway 2 pieces address that process.

Participating ISDs: The participating ISDs have already demonstrated their willingness to help move these candidates into the classroom. By signing on, they have committed support time for candidates to finish their degrees and certification; encouragement; and, through this grant, some funding. They will also provide internship and hands-on experiences, training, and mentors.

Counselors and principals: Principals in particular have already been very helpful in identifying quality candidates for Pathway 2. The conversations they have had and will have with Pathway 2 candidates will encourage success. Principals have committed to meet the benchmarks set by TEA and Region 14 ESC.

Region 14 ESC: Region 14 provided a rubric to its districts that highlighted grant criteria and ISD needs to facilitate the screening process. Region 14 will also check in with participants to encourage them and to remind them of benchmarks for success. Region 14 has selected candidates who will teach for at least three years, ideally of course in the schools they already serve so well.

EPP: Region 14 ESC has been involved in alternative certification since the 1980s and understands the fast-paced needs of students who are returning to school while also working elsewhere. Because of the way the courses are structured, continuous enrollment is available throughout the year. Region 14's certification program offers several incentives that encourage program enrollment, completion, and continuation. For example, interns who return to complete an additional alternative certification program within two years receive a \$500.00 discount on the program fee; additionally, it even offers \$50 for each referral to its program.

OPTIONAL Shared Services Arrangement (SSA)

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

Fiscal Agent	County-District Number
ESC 14	221-950

Member LEA	County-District Number
De Leon	047-902
Gustine	047-903

Hamlin

127-903

Haskell

104-901

Hawley

127-904

Jim Ned

221-911

Ranger

067-907

Roscoe

177-901

Rule

104-903

Sweetwater

177-902

Wylie

221-912

Letters of Support from Districts

BRECKENRIDGE INDEPENDENT SCHOOL DISTRICT

P O BOX 1738
208 NORTH MILLER STREET
BRECKENRIDGE, TEXAS 76424

TIM SEYMORE
SUPERINTENDENT



(254) 522-9600 Fax No. (254) 522-9600
Email: tim.seymore@breckenridgeisd.org

November 1, 2018

To Whom It May Concern:

As the President of the Board of Trustees of Breckenridge Independent School District, I am writing in support of the district's participation in the Grow Your Own Teacher Grant Program. The school board has identified teacher recruiting and retention as one of the biggest challenges our district has faced over the last few years. We believe that anything we can do to promote teaching and prepare our students for a career in education will benefit, not only the individual student, but our district, and the community. If we can get our best and brightest kids to come back to Breckenridge to work in the district and raise their families in this fine community, then we all win.

Please consider Breckenridge ISD as a candidate for the Grow Your Own Teacher Grant Program.

Sincerely,



Jeff Dooley

President, Board of Trustees



De Leon Independent School District

Dana Marable ♦ Superintendent

425 South Texas Street
De Leon, Texas 76444
Phone: 254-893-8210
Fax: 254-893-8214
www.deleon.esc14.net

Board of Trustees

President ♦ Craig Mahan
Vice President ♦ Billy McGrath
Secretary ♦ Nelda Priddy
Member ♦ Lance Jones
Member ♦ Betty Morris
Member ♦ Josh Mahan
Member ♦ Brandon Burrow

To: Whom it May Concern:
From: Dr. Dana Marable
Superintendent, De Leon ISD

Date: 11-1-2018
Re: Grow Your Own Grant

The De Leon ISD Board of Trustees and I, as superintendent, are aware of the difficulty to acquire and keep qualified educators for our School District. We have written a plan for innovation, and while that has helped, we still need help in this area.

Our District is anxious to participate in the Grow Your Own program as a means to solve this problem and provide our students with quality instruction in all areas of our curriculum. We view this opportunity as a great way to strengthen our instructional program and insure that every student's needs are met.

Sincerely,

Dana S. Marable, Ph.D
Superintendent

Craig Mahan, Board President



November 1, 2018

Mr. Martin Winchester
Deputy Commissioner of Educator Support
Texas Education Agency

Commissioner Winchester:

I am writing in support of the Pathway 1 and 2 *Grow Your Own* application being submitted by Region 14 in partnership with other school districts around the State of Texas. Hamlin ISD is participating in this funding cycle as a new member in the coalition of districts aimed at preparing teachers for rural schools. As president of the Hamlin ISD school board, I along with my fellow members, share the goal of the grant program which will greatly benefit our community.

I recognize by applying that the district is making a commitment to work with the Region 14 program to monitor and evaluate progress toward the program goal and modify our activities, if necessary, to ensure success. Our superintendent, Dr. Randy Burks, will work closely with the region representatives and the other superintendents in the coalition to implement this program, and will update the board regularly about progress and future plans. Moreover, I understand that candidates in the program will prepare in the district for an entire year completing coursework, and be supported by observation, feedback and coaching from a district mentor teacher, and a site coordinator. Best of all, I understand that upon completion, this new teacher has committed to work in our district (or one in the region if no position is available) for three years following graduation and certification.

On behalf of the board and the entire district, we are grateful to the Agency for this opportunity to develop solutions to our regional teacher-staffing needs by partnering with Region 14.

Sincerely,

Mason VanCleave, President
Hamlin ISD Board of Trustees



HASKELL CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

605 NORTH AVENUE E • P.O. BOX 937 • HASKELL, TEXAS 79521 • (940) 864-2602

Dear Region 14 Education Service Center,

Haskell CISD is very supportive of the GROW YOUR OWN program. This program can give us the opportunity to retain and recruit high quality teachers for our district that will make a difference in the lives of our students for years to come. As a rural school, we need all of the assistance we can get since many times our staff has to drive many miles to work. If we have the ability to grow our own, hopefully they would live closer to our district or within our district. This opportunity will also give us an avenue to graduate more students with a skill so they can be an asset to society.

Yours In Education,

Bill Alcorn, Superintendent

Tyke Meinzer, Board President

ROSCOE COLLEGIATE INDEPENDENT SCHOOL DISTRICT

P.O. Box 579, Roscoe, Texas 79545 325/766-3629 FAX 325/766-3138
www.roscoe.esc14.net

November 8, 2018

To Whom It May Concern:

The Roscoe Collegiate Independent School District Board of Trustees would like to express its support for the Grow Your Own Teacher initiative. We are excited about the possibility of keeping our former students in the district as teachers. Roscoe Collegiate ISD puts forth great effort to provide experiential instruction that is grounded in student research and leads to an associate degree and industry-recognized certifications. Having gone through the Roscoe P-20 System, our own students have a better understanding of our mission and instructional strategies than teachers who may be hired from outside of the district. In addition, the Roscoe community is making an effort to recruit former students to return to Roscoe. The Grow Your Own Teacher initiative will contribute greatly to that end.

Thank you for your consideration and for your support of education in the great State of Texas.

Sincerely,

Wes Williams
President, Board of Trustees
Roscoe Collegiate Independent School District



Purpose. People. Pride.

Sweetwater Independent School District

Dr. George McFarland
Superintendent

Melinda McCarty
Assistant Superintendent

Casey Bills
Business Manager

The mission of the Sweetwater ISD is to ensure that every student is successful in all aspects of their learning for life.

To: Whom it may concern
From: Dr. George McFarland
Superintendent, Sweetwater ISD
Date: 10/25/2018
Re: GYO Grant

Sweetwater ISD acknowledges the difficulty to acquire and keep strong educators in remote areas of Texas, such as Sweetwater, and is seeking alternative ways to fill teaching spots with quality applicants.

Consequently, the district fully supports efforts to participate in the Grow Your Own program as a means to provide the district another avenue to attempt to give our students the opportunity to have a highly qualified teacher giving them instruction. In addition, the opportunity for staff members to better themselves by taking on a higher paying job with more responsibility is something the district wants to offer its staff members.

Respectfully,

George McFarland, Ed.D

Board President Jeff Allen

**Memorandum of Understanding (MOU)
Grow Your Own (GYO) grant program**

A MEMORANDUM OF UNDERSTANDING between the agreeing parties:

**Region XIV Education Service Center and
Participating ISDs**

Authorization

This Memorandum of Understanding (MOU) is an agreement under the authority of the Texas Interlocal Cooperation Act, Gov. Code, 791.001 et seq, which authorizes school districts, education service centers, and other governmental entities to covenant for the purpose of achieving efficiency in the accomplishment of the governmental administrative functions.

Background

This MOU is a mutual agreement between Region XIV Education Service Center (ESC) acting as fiscal agent and project director and participating ISD henceforth referred to as the Local Education Agency (LEA). The purpose of this agreement is to define specific responsibilities of the ESC and the LEA to fulfill the goals and objectives of the GYO grant program, Cycle 2.

The intent of the GYO grant program includes:

1. Improve rural districts' ability to acquire and keep strong educators in their area of Texas, and
2. Lessen the disparity between the demographics of the teachers and students in the districts.

TEA envisions a solution to the above goals through two distinct pathways. In cooperation with ESC 14 and the Texas Education Agency (TEA), [participating ISD] agrees to partner with Education Service Center Region 14 for the period of January 1, 2019 through May 31, 2021. This MOU is intended to be of benefit to both agreeing parties.

Pathway 1

Responsibilities of ESC, Pathway 1:

1. Inform district representatives, administrators, and teachers about the GYO grant program opportunities and process.
2. Assist with additional professional development and training for the LEA's education teacher/club sponsor.
3. Support a consortium of Career and Technical Student Organization (CTSO) to enable regional districts to collaboratively learn, compete, and enhance the craft of teaching.
4. Provide physical space and staff to assist in CTSO competitions.
5. Provide compensation to the participating teachers and LEAs in accordance with the terms of the TEA grant.

6. ESC 14 will not act in any way which might jeopardize or harm the operation or reputation of the LEA, and it will not disseminate any confidential information which may be shared by the LEA.
7. Maintain records in accordance with Texas Education Agency requirements.
8. Communicate with LEA regarding grant requirements.
9. Provide technical assistance to GYO grant program teachers in preparation of required project lessons.
10. Support participating teachers in completing the required work-based training and safety course.

Responsibilities of participating LEA and education teacher, Pathway 1:

1. The LEA agrees to find and support the excellent teacher who agrees to teach the required education track courses and to sponsor the education club for a minimum of three years.
 - A. High school course approach: The teacher must be the teacher of record for two Education and Training courses, at least one of which will be taught during the 2019-2020 school year and both of which will be taught during the 2020-2021 school year. For these courses, the teacher will be paid a stipend of \$2,500/yr over the course of the two-year commitment for a total of \$5,000. Even though the two courses may be shaped by the school, student transcripts must indicate Instructional Practices and Practicum in Education and Training.
 - B. Dual credit approach: The teacher (who holds a master's degree) 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. S/he will be compensated \$5,000/yr over the course of the two-year commitment for a total of \$10,000. ESC 14 will be paid \$1,000 over the same two years.
2. The LEA agrees to these additional compensation structure/requirements:
 - A. High schools with existing Education and Training courses in the 2018-19 school year: These high schools will receive a one-time payment of \$6,000 (up to \$3,000 per high school) for travel to the TEA-led Teacher Institute for participating teachers, campus principal, and/or counselor; the remaining funds serve to assist in the implementation and growth of the Education and Training program and CTSO organization.
 - B. High schools without existing Education and Training courses in the 2018-19 school year: These high schools will receive a one-time payment of \$9,000 (up to \$3,000 per high school for travel to the TEA-led Teacher Institute for participating teachers, campus principal, and/or counselor; the remaining funds serve to assist in the implementation and growth of the Education and Training program and CTSO organization).
3. Allow the Education course teacher appropriate time off of regular duties for activities and instructional strategies related to achieving the goals of the grant;
4. Ensure district administrators support and promote the Education and Training course track, both the courses and the education CTSO (such as TAFE or FCCLA);
5. Participate in all phases of the GYO grant program cycle, including at least a third year following the completion of the grant cycle;
6. Attend the required TEA training in Austin (on or around June 11-13, 2019 for teachers; June 11, 2019 for administrators)

7. The LEA will not act in any way which might jeopardize or harm the operation or reputation of ESC;
8. Maintain records in accordance with Texas Education Agency requirements; and
9. Practice effective communication.

Pathway 2

Responsibilities of ESC, Pathway 2:

1. Provide EPP support through counsel and quality teaching to participating paraprofessionals, instructional aides, or long-term substitute teachers who have attained at least senior level hours in an undergraduate program, who have a desire to acquire a Teacher Certificate;
2. Assist the participant in enrolling in Region 14's EPP (or an equivalent program), completing the undergraduate degree, and attaining a Teacher Certificate;
3. The ESC will not act in any way which might jeopardize or harm the operation or reputation of the LEA;
4. Maintain records in accordance with Texas Education Agency requirements; and
5. Practice effective communication.
6. Provide compensation for participating eligible paraprofessionals, instructional aides, or long-term subs in the following manner:
Candidate pursuing only a teacher certificate, \$5,000/one year;
Candidate pursuing both a bachelor's degree and teacher certification, \$10,000/two years.

Responsibilities of LEA, Pathway 2:

LEA shall, in good faith and with all due diligence,

1. Find and support a current excellent paraprofessional, instructional aide, or long-term substitute teacher who has attained at least senior level hours in an undergraduate program and who has a desire to acquire a Teacher Certificate;
2. Assist and encourage the participant as s/he enrolls in Region 14's EPP (or an equivalent program) and completes the undergraduate degree and attains a Teacher Certificate and to sponsor the education club for a minimum of three years.
3. Allow the participant/s appropriate time off to complete EPP activities and instructional strategies;
4. The LEA will not act in any way which might jeopardize or harm the operation or reputation of ESC;
5. Maintain records in accordance with Texas Education Agency requirements; and
6. Practice effective communication.

Ownership of Work Product

1. Title to and ownership of any portion of the ESC materials or training processes incorporated into any subsequent work product shall at all times remain with the ESC (and ultimately TEA), and the LEA shall not have any title or ownership interest therein.

2. Nothing contained in this agreement shall be construed to limit the ESC's rights to modify the training material or processes to develop other products which are similar to or offer the same or similar improvements.

Effective Date

The effective date of the agreement shall be January 1, 2019 through May 31, 2021.

MOUs between IHEs and Districts



October 22, 2018

To Whom it May Concern:

As the Lead Advisor for the AAT program at Western Texas College, I welcome the opportunity to extend our work with Texas Tech University, as a partner community college with Hamlin ISD. The participation of our Community College in the implementation of a transformative teacher preparation pipeline is of great interest and will fill a long-standing need for rural schools and community. We recognize the important role we all play in recruiting and preparing candidates for service as educators in our service area.

Western Texas College serves ten rural counties surrounding Snyder, Texas. Our student population reflects a diverse demographic profile (45% minority) similar to the region and has persistent rates slightly better than the State average. Four-year graduation rates are approximately 50% among first-time, full-time degree-seeking students. The "grow-your own" pathway for local school districts represents an important strategy to further boost success rates and positively impact the local communities served by WTC.

As a partner community college with Hamlin ISD we have worked together for several years to provide dual credit opportunities to the students in and around Hamlin. We will continue this partnership and hope to expand it to include opportunities such as the "grow your own program". The collaboration promises to extend our current efforts to ensure all of our students are college and career ready.

Sincerely,

A handwritten signature in blue ink that reads "Laura Caswell".

Laura Caswell
Director of Counseling and Advising
Western Texas College



Cisco • Abilene

Cisco College

101 College Heights • Cisco, TX 76437
Tel. 254.442.5111 • Fax. 254.442.5100

Office of the President
Dr. Thad J. Anglin
thad.anglin@cisco.edu

November 7, 2018

To whom it May Concern:

As president of Cisco College, my team briefed me on the opportunity to strengthen our partnership with Region 14 on the Grow your Own Grant. The opportunity to participate in developing a transformative teacher preparation pipeline is of great interest to Cisco College and will most certainly address a need in our service to rural schools and communities. Cisco College's service to rural communities across the Big Country region is core to our mission. We recognize the important role we all play in recruiting and preparing candidates for service as educators across our service area.

Cisco College service area includes Eastland, Callahan, and Taylor counties. We serve an additional eight rural counties around Cisco and Abilene, Texas. Our student population reflects the demographics of the counties we serve with 37% identifying as minorities. The Grow your Own pathway for local school districts represents an important strategy to further increase success rates and positively impact the local communities we serve. This collaboration promises to extend our current efforts to ensure all of our students are college and career ready.

Sincerely,

Dr. Thad J. Anglin
President

De Leon

Gustine

Ranger

Wylie

**Memorandum of Understanding
for
Roscoe Collegiate High School
An
Early College High School STEM
Academy**

January 2018

**An Educational Partnership
Between
Western Texas College
and
Roscoe Collegiate ISD**

**MEMORANDUM OF UNDERSTANDING
ROSCOE COLLEGIATE HIGH SCHOOL**

A Memorandum of Understanding (MOU) between WESTERN TEXAS COLLEGE (WTC), an Institution of Higher Education (IHE) and the ROSCOE COLLEGIATE INDEPENDENT SCHOOL DISTRICT (RCISD), a local education agency, which are located in Roscoe, Texas (herein called the partners) has been developed for the creation of the ROSCOE COLLEGIATE HIGH SCHOOL under the auspices of the TEXAS EDUCATION AGENCY. This Memorandum of Understanding is entered into as of January 8, 2018.

The purpose of this agreement is to outline the collaboration of the partners, as listed above, in creating a four-year high school called the Roscoe Collegiate High School (RCHS). This school will offer traditionally underserved students (high percentage of at-risk, economically disadvantaged students, and first-time college-goers) an opportunity to complete a high school diploma and earn up to 60 credit hours or an Associate's degree which will include the 42 academic core hours towards an Associate's degree and/or baccalaureate degree at no cost and earn certificates in STEM Fields. Students who need to repeat a course will be allowed *one opportunity* to repeat a particular course. The school will add a cohort of approximately 25 students per grade annually until serving at least 7-12 grades. During their attendance at Roscoe Collegiate High School, these students will develop a commitment to learning, a capacity for critical thinking, an understanding of their future role as community leaders, and the academic and other skills necessary to achieve success in these and other arenas. Students graduating from Roscoe Collegiate High School will enter post-secondary education and/or training with significant advanced standing.

TERM

The term of this agreement shall commence on January 8, 2018 and will terminate one calendar year upon written notice to the other party.

ADVISORY BOARDS

The partners have created an advisory board that include an ECHS/STEM Advisory Committee.

The ECHS/STEM Advisory Committee will be charged with the overall oversight of the Roscoe Collegiate High School. Its responsibilities will include:

- a. Developing and implementing academic and professional policy as related to the Roscoe Collegiate High School;
- b. Developing and implementing budgets and financial policy as related to the Roscoe Collegiate High School;
- c. Evaluating the performance of the Roscoe Collegiate High School; including but not limited to: articulation of HS students in four-year colleges universities and level of entry, enrollment/retention rates, leaver codes, attrition rates by grade level, student participation in IHE activities.

- d. Supervising the annual evaluation of the program, effectiveness of the collaboration, and the research agenda for the Institute for ECHS Research and Development;
- e. Ensuring adherence to any state and federal regulations that affect the well being of students enrolled in Roscoe Collegiate High School;
- f. Assuring that the needs of all students are met
- g. Reviewing annually, or as needed, the Memorandum of Understanding and suggesting revisions as necessary.

Members of this advisory board will include the Superintendent of Roscoe Collegiate ISD, the ECHS/STEM Director of Roscoe Collegiate High School, the High School Principal for Roscoe Collegiate High School, the Counselor for Roscoe Collegiate High School, Director of Distance Learning from WTC, and the Chief Technology Officer for Western Texas College.

The advisory board will meet quarterly and / or as needed.

HIGH SCHOOL ORGANIZATION AND FACILITIES

Roscoe Collegiate High School will operate a stand-alone campus.

Western Texas College will provide the opportunity for the RCHS administration to schedule the use of college facilities for meetings, socialization, and cultural events for RCHS. Facilities will be scheduled based on availability. Western Texas College will provide office space, equipment, and classroom space for college courses at no cost to the project using Western Texas College building facilities. Classroom space should include the use of Science laboratories needed to fulfill the college requirement for the standard Science curriculum.

An orientation session during the summer months will be organized by the staff of RCHS for all entering ^{9th} grade students. Orientation session(s) will be a combination of college policies and school district policies.

RCHS personnel will be responsible for the following orientation topics:

1. Provide a student handbook for each entering student; items to be covered are:
 - a. Daily schedule
 - b. Academic calendar for WTC & RCHS classes
 - c. Dress code
 - d. Cell phone usage
2. Provide students with a description of campus policies
 - a. Discipline code
 - b. Academic Integrity
 - c. Tardy policy
 - d. Transportation
 - e. Food services
 - f. Representation of our school
3. Review the computer usage policy for RCHS & for WTC

- a. How to gain access to college technology
- b. Review acceptable use policy
- 4. Inform student of student responsibilities
 - a. Commitment to academics
 - b. Community service
 - c. ECHS obligations
- 5. Provide time for counselor to begin creating four year academic plans

WTC personnel will be responsible for the following orientation topics:

- I. Provide a session to complete admissions forms
 - a. Complete WTC application
 - b. Review registration form
- 2. Introduce the TSI Assessment exam and explain the significance of the exam
 - a. Dates of administration
 - b. Interpretation of scores
- 3. Review security policies & procedures
 - a. Expectations
 - b. Consequences for not abiding by college expectations
- 4. Provide a description of student services available for all ECHS students
 - a. Library Procedures
 - b. ID Cards
 - c. Tutorials Labs
 - d. Parent concerns regarding WTC professors should be directed to the High School Principle or Director of ECHS
 - e. Student services & FERPA orientation
- 5. College academic courses and academic expectations
 - a. College professors
 - b. Academic study and work requirements
 - c. Homework
 - d. Absences
 - e. Student responsibilities
 - f. Parent role in college

BUILDING A COLLEGE CULTURE

Roscoe Collegiate High School and Western Texas College will establish a learning community that blends high school and college, instilling a college-going culture among their students. Students will be required to participate in campus visits, academic and admissions procedures including advisement, registration procedures, assessment and/or placement procedures, weekend, Saturday, or summer programs or activities, as part of the experience.

Upon mutual agreement, Western Texas College will assist with registration at the school district one time per semester for all students who are qualified and wish to enroll in Western Texas College

courses. Roscoe students will be required to complete Western Texas College assessments and/or placement procedures.

Students will be coded with a program code of 2DCP.ECHS but will follow an EA curriculum. In addition, the following requirements must be in place to assure that the expectations of the Coordinating Board will be met:

1. All Early College High School students will attempt the TSI Assessment before the first term of enrollment in WTC courses
2. All students must be TSI compliant before their Junior year
3. If any Early College High School student fails to meet the college readiness requirement as set by WTC, the student may be granted a waiver from the Senior Academic Officer or other administrator as appointed by the College President.
4. All students who do not meet the college readiness requirements must be enrolled in a documented remedial program; the implementation and / or coordination of the remedial program will be the responsibility of the ECHS/STEM director. The plans for the remedial program will be outlined by the Director of the ECHS/STEM and communicated with the office of Admissions and Records at WTC.

FACULTY, STAFF AND ADMINISTRATION

To teach in Roscoe Collegiate High School, instructors must meet state certification requirements in their subject area to teach in the state of Texas.

Faculty of RCHS who meet the requirements necessary to teach courses for Western Texas College will be granted "Adjunct Instructor Faculty Status" by Western Texas College during their period of employment at Roscoe Collegiate High School, and will enjoy the benefits thereof, including adjunct pay.

RCISD will evaluate faculty of Roscoe Collegiate ECHS annually and adjunct faculty will also be evaluated by Western Texas College according to criteria established by the Policy Council.

The Western Texas College ECHS faculty will be selected based upon their previous experience and success in teaching freshman courses, developmental and accelerated courses, and dual-enrollment courses.

All WTC professors teaching dual enrollment courses will participate in a professional development session organized by the ECHS/STEM Director at least two weeks prior to the first class day.

Attendance & progress reports:

- a. WTC professors who are teaching dual enrollment Early College High School courses will provide the Early College High School with daily attendance.
- b. WTC professors will provide a five week progress report grade for all students, submit a final exam grade and a final WTC course grade in an alpha format to the Early College High School counselor; final grades will be converted based on a standard conversion table which converts alpha grades to numeric grades; furthermore, the conversion will be calculated by the Early College High School counselor, using Advisory Committee approved conversion chart.

- c. WTC professors should refer to the ECHS Director for any disruptive behavior or excessive unexcused tardiness in order to assure that discipline procedures are followed

Roscoe Collegiate ISD's ECHS/STEM director will have a primary responsibility to the Early College High School STEM Academy. This administrator will have decision-making authority in matters of budgeting, staffing, scheduling, student assessment, curriculum, and professional development in congruence with district and Roscoe Collegiate Early College High School policy.

SECURITY OF BUILDING

When Roscoe Collegiate High School students are instructed by WTC instructors on the WTC campus WTC campus security shall be the initial response law enforcement agency. All "calls for service" shall be answered by the WTC Campus Security Office.

WTC Security officers will be trained in Juvenile Law; this training will include both the WTC policies as well as RISD policies for student discipline. RISD training will include current district policies regarding student discipline and the steps that are to be followed for any student in need of redirection.

WTC will provide a separate juvenile detention / processing area, as mandated by law, for all juvenile offenders who have committed a criminal offense on WTC property. Any RCISD student who commits a criminal offense will be escorted directly to the office of the ECHS/STEM Director so that current RCISD Board Policy regarding discipline may be followed accordingly. The student handbook will include a section dedicated to the Student Code of Conduct and the procedures followed should a student commit a criminal offense.

CURRICULUM

An integrated four to seven year curriculum, as applicable, that provides a seamless transition from grade level to grade level and allows students to proceed to college level courses at normal or advanced placement levels will continue to be developed. Within this framework, students will be able to earn an advanced high school diploma within a four or five -year time frame and up to 60 credit hours, which will include the 48 academic core hours toward technical certifications, an Associate's degree and/or baccalaureate degree.

Western Texas liaisons, housed at the college campus, will be responsible for working with ECHS high school faculty to develop and refine a clear and coherent academic program across institutions. Curriculum and syllabi delivered by RCHS adjuncts for WTC will be subject to approval by WTC. Credits earned will be awarded/placed on student's permanent transcript the semester earned. Western Texas College academic counselors will advise students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.

COURSES of STUDY and PREREQUISITES

Associates of Arts Degree- TSI complete
Associates of Science Degree-TSI complete

Memorandum of Understanding
Roscoe Collegiate High School

Welding Technology- TSI assessment scores must be on file

INSTRUCTIONAL CALENDAR

Roscoe Collegiate's instructional calendar will be based on Western Texas College's calendar as it pertains to college level course work. RCHS will start the fall term on the 2nd Monday in August and hold class for 180 days each year. This calendar will include days for state assessments (EOC/STAR). All instructors (WTC/RCHS) will avoid exams on days scheduled for state assessments. TSI exams will be administered starting in the 8th grade spring semester and given each semester as-needed, dates will be decided by the Advisory Committee.

PROFESSIONAL DEVELOPMENT AND TRAINING

In addition to common planning time during the day, the partners will provide time for the RCISD teachers and Western Texas College professors to collaboratively create and implement a rigorous academic program. Western Texas College will also convene role-alike groups (teachers, leaders) from the RCISD and the Western Texas College at least once per semester to focus on strategies that ensure that all ECHS/STEM students will succeed, e.g., strategies for creating an ECHS culture, instructional practices, academic support structures, mentoring and advising programs, policies. The district will support participation of its teachers and leaders and Western Texas College will support participation of its professors and leaders in these endeavors. Each year, a subset of all partners (teachers, administrators, and Western Texas College personnel) will analyze student assessment data and conduct a needs assessment and plan professional development activities.

All of the partners will share in the responsibility of assisting parents in learning how to prepare their children for college. This will be done through work with the high school teachers, high school counselors, Western Texas College counselors and personnel from the Office of K-16 Initiatives, and Western Texas College instructors.

Western Texas College Office of Student Services will develop workshops to aid the high school counseling staff members in gaining knowledge about college admission, financial aid, and support services to assist ECHS STEM students in succeeding at the Western Texas College and other four-year colleges. In addition, Western Texas College and RCISD will assist parents in learning how to prepare their children for college through academic and financial aid workshops.

PROGRAM STANDARDS

The ECHS/STEM Advisory Committee will be responsible for establishing performance standards for the Roscoe Collegiate Early College High School STEM Academy based on state standards, and will ensure that those standards are met on an on-going basis.

STUDENT ELGIBILITY

Students become eligible to attend RCHS by living within district boundaries or successful application including student and parent interviews. The available resources of the district will limit admittance to the program. All students admitted by application will commit to the mission of RCHS and adhere to all program standards while pursuing technical certification or an Associates' Degree.

Students are not eligible for higher education financial assistance from Western Texas College with the exception that WIC will provide courses at a reduced cost. Roscoe Collegiate ISD will pay the remaining tuition and fees so that students may earn college credit hours at no cost.

STUDENT PROGRESS AND SUPPORT

The ECHS/STEM Advisory Committee, in concert with the ECHS/STEM Collaborative Council, will develop criteria to define satisfactory student performance as part of the curriculum development process. These criteria will be monitored on a monthly basis. The process will include comparing planned to actual performance.

Extraordinary steps will be taken by the partners to assist those students who may not be performing satisfactorily to succeed. In addition to enrolling in a double block of math and/or English, when appropriate, each student will be assigned a mentor/advisor in high school. During a specifically scheduled weekly advisory period, teacher mentors/advisors will meet individually with students to oversee their academic progress, monitor grading and matriculation decisions, and advise students on making positive post-graduation plans. Students will also tutor each other and have access to Western Texas College tutors. At Western Texas College, students will receive support through supplemental instruction, Western Texas College tutors and other student support services. To insure academic success, the school district and Western Texas College will provide counseling and academic support services, as needed.

RCISD will assign a counselor to its learning community. The individual will provide academic and counseling support to the learning community's students and their parents and work with the Western Texas College student service personnel assigned to the ECHS/STEM Academy in the areas of test preparation, remediation, and the development of an integrated support system for ECHS students across the two institutions.

CONDUCT

Students are required to adhere to school district and Western Texas College regulations regarding facilities and equipment usage and Western Texas College and school district codes of conduct. Failure to do so will subject the student to appropriate action taken by the school district and Western Texas College, including suspension and dismissal.

EVALUATION, RESEARCH, AND DEVELOPMENT

Under the supervision of the ECHS/STEM Advisory Committee, an evaluation of the program and of the effectiveness of the collaboration will take place each academic year. The results of the evaluation will be reported at the end of each academic year. This evaluation will satisfy all Federal and State guidelines for the evaluation of K-12 schools, in addition to any other evaluative guidelines established for the program. Progress reports and evaluation information will be gathered by members of the instructional team and presented to the Advisory Committee.

Each partner will collect student and program data and share data with the other partner through the Advisory Committee. Each partner will filter data to ensure compliance with FERPA. All requests for data will be handled through the WTC liaison and ECHS/STEM director.

PROJECT REPORTING

Under the supervision of the Advisory Committee, an annual report and other reports, as required, will be prepared and submitted to the administration of the Texas Education Agency on the progress of the ECHS/STEM under its purview. The report will be provided to participating partners, and others as deemed appropriate.

BUDGET

Western Texas College will provide tuition at a reduced rate of \$40 per course hour with a \$35 per student per semester student fee and a \$25 distance learning fee per course for any course taught via ITV, via online, or via DVD, all RCHS students enrolled in dual enrollment college-credit courses paid for by RCISD. As it becomes necessary, it will house the RCHS staff and provide office equipment. Out of its operational budgets, Roscoe Collegiate ISD will support the day-to-day operational costs, including administrative and staff salaries (other than adjunct Pay), transportation, facility and other school related expenditures.

Roscoe Collegiate ISD will assume responsibility of providing college-level texts to the students; however, WTC professors will be on a three-year cycle for usage of textbooks, when applicable based on the initial offering of the course.

TRANSPORTATION:

RCHS will run two route buses each day. Also, RCHS will provide bus transportation for students to and from WTC as needed.

SUSTAINABILITY

RCISD has committed to its ECHS/STEM Academy the use of local funds for instructional, administrative, professional development, and maintenance of facility costs beyond the expenditure of startup funds. In turn, Western Texas College has agreed to work collaboratively with RCISD to provide building space, administrative, instructional, support services, including tuition reductions. The sustainability of the ECHS/STEM will be a partnership between both institutions.

FISCAL AGENT

Roscoe Collegiate ISD will act as the fiscal agent for the purposes of this Memorandum of Understanding.

RESPONSIBILITIES OF THE PARTNERS

- **Regulatory requirements**

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

The Advisory Committee is charged with insuring adherence to all applicable regulatory matters, whether local, state or Federal, which affect the well being of students enrolled in the RCVS.

- **Compliance with laws**

All signatories to the Memorandum of Understanding will be responsible for complying with applicable Federal, state and local laws, rules, mandatory policies and guidelines.

- **Insurance and indemnification**

Parties to the Memorandum of Understanding agree to mutually indemnify, defend and hold each other harmless from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm, or corporation furnishing or supplying work, services, materials, or supplies in connection with the performance of any subcontract let under this agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by the acts or omissions of the other party in the performance of a subcontract.

MODIFICATION OF THE AGREEMENT

This Memorandum of Understanding may be modified and amended only by mutual agreement of the parties in writing, and any such modification or amendments shall be attached and become a part of this collaboration agreement.

TERMINATION OF THE AGREEMENT

Western Texas College and Roscoe Collegiate ISD reserve the right to terminate this Memorandum of Understanding upon service of written notice to the other party within one complete school year of expected termination. This Memorandum of Understanding will be subject to annual review.

- a. An ECHS STEM Academy with an 11th grade cohort will continue operation through that cohort's scheduled graduation from the Academy. Services to enrolled 9th and 10th grade students may be continue through graduation of those cohorts by agreement, but this is not required.
- b. ECHS/STEM with only 9th and 10th grade cohorts must discontinue operation at the end of the school year in which the partners decide to close the ECHS/STEM Academy.
- c. While in the process of discontinuing operation, the ECHS/STEM Academy may not enroll any additional students in the ECHS in grades that have been phased out.
- d. While the ECHS is in the process of discontinuing operation, it must continue to meet all of the required design elements and provide full support for all students enrolled in the ECHS

All payments become due and payable for contracted services under this agreement.

IN WITNESS WHEREOF, the partners hereto have executed this Memorandum of Understanding as of the year and day indicated:

Barbara R Beebe
Dr. Barbara R. Beebe
President, Western Texas College

1-8-18 Date

Kim A Alexander
Dr. Kim Alexander
Superintendent, Roscoe Collegiate ISD

1/5/2018 Date