



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

Texas Education Agency

NOGA ID [REDACTED]

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

Document Control Center, Grants Administration Division  
 Texas Education Agency  
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 Austin, TX 78701-1494

Application stamp-in date and time

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**Grant Information**

Grant Period **04/13/2018** to **05/31/2020** (Pathways 1 and 2)  
**04/13/2018** to **06/30/2019** (Pathway 3)

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

Pre-award costs are not permitted.

**Required Attachments**

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed. Each of the three Grow Your Own pathways requires an attachment to be submitted with the application. You can find links to the required attachments on the TEA Grant Opportunities page. Download and complete the appropriate attachment and submit it with your application.

**Applicant Information**

Name **Midland ISD** CDN or Vendor ID **165901** ESC # **18** Campus # **[REDACTED]** DUNS # **081085391**  
 Address **615 W. Missouri Avenue** City **Midland** ZIP **79705** Phone **4326385322**  
 Primary Contact **Elise Kail** Email **elise.kail@midlandisd.net**  
 Secondary Contact **Woodrow Bailey** Email **woodrow.bailey@midlandisd.net**

**Certification and Incorporation**

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

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

Authorized Official Name/Title **Orlando Riddick/Supt** Signature  Date **3/8/18**

Grant Writer Name **Elise Kail** Signature  Date **3/8/18**

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

701-18-106-058

**Shared Services Arrangements**

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

**Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
Reduce teacher vacancies at the start of each school year to zero.	Solidify a long-term teacher pipeline by encouraging high-capacity Midland students to enter the teaching profession and build this durable pipeline by providing multiple and diverse dual credit opportunities focusing on Education and Training and common prerequisites for Associate of Arts in Teaching.
Increase the number of teachers with advanced degrees in hard to staff-areas.	We will use the selection and recruitment process for Pathway One to incentivize current high-capacity Midland teachers in hard to staff content areas to obtain master's degrees - serving the dual purpose of offering E&T courses for dual credit and increasing the supply of teachers with advanced degrees.
Expand class offerings for dual-credit.	The current, most significant barrier to offering more classes for dual credit in Midland is a lack of teachers with advanced degrees, specifically in hard to staff content areas. Using Pathway 1 grant funds, we will increase the supply of these teachers and expand already existing advanced classes in our high schools.

**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.

We have defined a three-part summative SMART goal to measure success for this grant.  
 1. By May 2019, ten additional teachers will earn master's degrees.  
 2. Five of these teachers will have master's degrees with sufficient hours/qualifications to offer dual credit classes in the hard-to-staff areas of STEM and English and specifically in College Algebra, which we have identified as a significant barrier for students seeking their Associates of Arts in Teaching.  
 3. All of these teachers will have served or be scheduled to serve as teachers of record for Education and Training Courses offered at Midland High School and Lee High School.

**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:

Process Goals:

1. Project team continues to meet bi-weekly to measure progress and administer program

Outcome/Implementation Goal:

1. 10/10 eligible teachers enrolled in master's program, 5 of which are in hard to staff areas
2. Education and Training Course implemented in Lee High (the course is already running at Midland High School)
3. CTSO program continued at Midland High and Established at Lee

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

By May 30th 2019

**Process Goals**

1. Evaluation of year one success of Education and Training course including student and teacher feedback on efficacy of courses
2. Dual-credit for Education and Training Courses planning team (with Midland College) established
3. Review lessons learned from year one, specifically on student recruitment for Education and Training Course and adjust accordingly

**Outcome/Implementation Goals:** 1. 10/10 eligible teachers have graduated (or on track to graduate) with master's degree.  
2. 25% of graduating seniors who participated in education and training courses enrolled in teaching related programs

**Third-Quarter Benchmark:**

By December 31st 2019

**Process goals:**

1. Project team continues to meet bi-weekly to measure progress and administer program
2. Dual-credit for Education and Training Courses planning team (with Midland College) continues to meet

**Outcome/Implementation Goal**

1. Dual-credit for Education and Training courses programs are completed and ready for offering beginning in 20-21 academic year
2. All Pathway 1 candidates are teaching education and training courses and other advanced classes, five in hard-to-staff content areas.
3. At least 80 Midland High School students are enrolled in Education and Training Courses

**Project Evaluation and Modification**

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

The MISD talent team, responsible for administering this grant, will engage in bi-weekly project reviews to ensure we are on track to successful implementation. The team includes the Director of Human Resources, the Director of High School programs, and our Professional Development director. We are exploring representation from Midland College and the comprehensive high schools on an as-needed basis to inform the project as well.

The team will articulate periodic high-level implementation and outcome goals for the entirety of the grant. For example, should the district win these grant funds, MISD has articulated a process goal of announcing the opportunity and beginning to source recruits by the end of April 2018. We have identified an outcome goal of selecting 10/10 candidates, 5 of which are in hard-to-staff areas, by May 31st 2018.

Our aim is to evaluate progress regularly in order to be nimble and respond quickly to the evolving needs of this innovative opportunity.

We will use evaluation data to modify our program for sustainability by closely monitoring "risk" areas and dedicating resources and capacity to addressing them. We have identified the following risks at this point in the process and will specifically track these areas (though not to the exclusion of other risk areas we may identify as the process continues).

**Risk areas:**

1. Student recruitment: we have articulated an ambitious goal of 80 students in the Education and Training course by 2019-2020. Significant recruitment, occurring as early as 7th grade, will likely be necessary to sustain this level of enrollment. We will institute "early commitment" for students in middle school to get an early sense of enrollment trends and use this data to ramp up recruitment (should it be necessary)
2. Student persistence: our long-term goal is to expand the Midland teacher pipeline. To do this, students must matriculate into teaching programs at higher-ed. We will develop a graduate tracking system to monitor persistence.

**Statutory/Program Requirements**

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

MISD has the benefit of a long-running and popular education and training course already underway at Midland High School. This course already follows the recommended sequence from TEA with one exception, Principles of Education and Training is not currently offered at Midland High due to staffing constraints as we run a freshman academy. With the resources from this grant, we will address this challenge and offer this course as well. We will expand these courses for offering at Lee High School. This academic year (2017-18), the program at Midland High School enrolls 37 students. By 2019-20, our aim is to run two sections of the courses at each comprehensive high school with each section numbering about 20 students each.

We have organized the work into the following four categories.

**1. Program Design**

- a. We will form a design team with central office staff and staff at Midland and Lee High School in spring 2018 to adapt the current course content and scope and sequence to the Education and Training course requirements from TEA for Midland High School and for Lee High School and identify a lead for the CTSO programs.
- b. Participants in the design team will include Pathway 1 candidates expected to teach the program (to the extent possible)

**2. Student Recruitment**

- a. Beginning in spring 2018, we will expand recruitment efforts for students at Midland High School and start recruitment at Lee High School.
- b. Teachers at both high schools will be asked to identify prospective high-capacity candidates, who will be invited to sign up for the courses.
- c. Assuming sufficient interest can be generated early enough, we will consider a student teaching "field trip" in spring 2018 for prospective candidates.

**3. Program Implementation**

- a. We will implement the courses at Lee in 2018 and continue delivering courses at Midland High School.
- b. We anticipate delivering one section of each course at each high school in school year 2018-19 (roughly 20 students at Lee and 40 at Midland high school).
- c. We will also launch the CTSO program at Lee in fall 2018.

**4. Program Expansion**

- a. At the end of the 2018-19 school year we will evaluate the program based on a number of criteria including recruitment success, program quality, student and teacher feedback, and other factors.
- b. Based on this feedback, we will modify the courses and CTSO programs as necessary to reach the goal of 80 total students enrolled in Education and Training Courses by 2019-20.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding.

You may apply for any pathway individually or for Pathways 1 and 2 together. Pathway 3 cannot be combined with any other pathway. Refer to the program guidelines for information on restrictions to the maximum number of participants.

**Pathway 1**

Check this box to apply for grant funding under Pathway 1.

Number of participants 10 times \$13,000 130,000

**Pathway 2**

Check this box to apply for grant funding under Pathway 2.

Number of participants pursuing BA and certification   times \$11,000  

Number of participants pursuing certification only   times \$5,500  

Total of above two lines  

**Pathway 3**

Check this box to apply for grant funding under Pathway 3.

Number of participants   times \$22,000  

**Education/Training Courses and Related CTSO Participation and Events**

Number of high schools 2 times \$3,000 6,000

**Funding Request**

Pathway 1 136,000

Pathway 2  

Pathway 3  

Education and training courses  

**Total grant funds requested** 136,000

**Statutory/Program Assurances: All Pathways**

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

**Statutory/Program Assurances: Pathway 1**

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

**Statutory/Program Assurances: Pathway 3**

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

**Request for Grant Funds**

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

	Description of Activity or Cost	Amount Budgeted
1.	Tuition stipends for eligible candidates	100,000
2.	Travel costs for state sponsored professional development and Teacher Institute	10,000
3.	Substitute costs for candidates related to Professional Development and Course Completion	20,000
4.	Student and teacher travel costs for CTSO events (2 HS)	3,000
5.	CTSO membership fees, conference costs, and related travel (2 HS)	2,000
6.	Consumable supplies for administration of E&T courses and CTSO (2 HS)	1,000
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Total grant award requested		136,000



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# Midland College

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Office of the President

February 23, 2018

To whom it may concern,

Midland College intends to partner with Midland Independent School District offer Education and Training courses as dual credit at Midland high schools. Midland College intends to offer dual credit beginning in the 2020-21 school year and assures, in partnership with Midland School District, that courses will meet the requirements of the Grow Your Own: Pathway 1 grant. We are grateful to the Texas Education Agency for this opportunity and excited to continue the critical work of building teacher pipelines in Midland.

Sincerely yours,

Steve Thomas, Ph.D.  
President

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

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

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

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

The plan must address their process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, etc.

The plan must also address how the applicant has considered the following in their recruitment strategy: experience and proficiency of teachers and field-experience-classroom teachers, degree to which the diversity of teacher population mirrors that of the student population, and teachers and field-experience-classroom teachers in traditionally hard-to-staff areas.

The plan should also include a description of the Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**The plan must address their process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, recommendations from colleagues, etc.**

MISD will engage in targeted recruitment of high quality candidates in a manner consistent with the stated aims of the Grow Your Own program. MISD will target candidates who meet the following criteria:

1. Diversity: candidate's reflection of the demographic makeup of the district
2. Qualifications: candidate's capacity to teach hard to staff certification areas
3. Interest: candidate's demonstrated interest in pedagogy or hard to staff areas through leadership in co-curricular or extra-curricular activities

To attract candidates, MISD will:

1. Create a short promotional brief outlining the GYO program and disseminate this brief to Central Office department heads, principals, instructional coaches, and through district-wide publication
2. Ask principals, central office department heads, and instructional coaches to refer high-quality candidates based on impact on student outcomes, experience, evaluation ratings, and commitment to remain in Midland
3. Invite teachers to apply who meet the eligibility criteria who also lead relevant co-curricular, extra-curricular academic activities

**The plan must also address how the applicant has considered the following in their**



**recruitment strategy: experience and proficiency of teachers and field-experience-classroom teachers, degree to which the diversity of teacher population mirrors that of the student population, and teachers and field-experience-classroom teachers in traditionally hard-to-staff areas.**

### **Selection**

MISD will ask candidates to complete a short application to determine eligibility and fit with the program requirements. MISD will create an application review panel consisting of one central office representative, one principal, and one instructional coach/assistant principal to review the applications. Names will be redacted to ensure fairness of the process. The panel membership will rotate to ensure no conflict of interest. In addition to the application, the panel will rate the candidate along the following criteria and score the application consistent with weights below out of a total score of 100:

1. Review of recommendation (from principal or other source) (10)
2. Teacher evaluation results and other evidence of impact on student outcomes (assessment results, survey outcomes) (25)
3. Extent to which candidate reflects diversity of MISD's student population (15)
4. Candidate's participation in relevant co- or extra-curricular activities and clubs (10)
5. Candidate's certification area (20)
6. Candidate's commitment to continue teaching in MISD (10)
7. Candidate's progress and capacity to complete post-secondary work (10)

The 10 highest scoring applications will receive the grant award.

### **Draft Application for Grow Your Own Pathway One**

Applicant Name:  
Applicant School:  
Years at MISD:

Confirm the opportunity you are applying for:

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

Please certify that you meet the application criteria:

#### **Pathway 1**

Hold a standard or life teacher certificate in the state of Texas  
Currently employed as a teacher  
Do not currently hold a master's degree in Education or have at least 18 hours in education courses at the graduate level

What post-secondary institution do you attend or are planning to attend?

How many course hours have you completed at the aforementioned post-secondary institution? (write N/A if applying)

Why are you qualified to receive this opportunity? How have you contributed to student success in your time as an instructor? (provide specific examples)

How will you use the opportunity afforded to you by the GYO grant to support Midland students? Describe your interest in preparing the next generation of Midland teachers – why is this important to you?

**The plan should also include a description of the Memorandum of Understanding (MOU) in which the teacher commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.**

MISD is developing the MOU and will at a minimum require teachers receiving the master's degree stipends to remain at MISD for four years following the completion of their degree. In order to encourage retention in MISD the district is considering implementing a "forgiveness" clause in the MOU. Participants will be eligible to have one quarter of their stipend forgiven for each year they remain in the district following the completion of their master's program. For example, a teacher who has received a master's degree through Pathway 1 who chooses to leave the district after two years will be required to pay back the district half of the \$10,000 stipend. The district may then reserve any stipend paybacks for future incentives to encourage teachers to get their master's degree. (If we receive the grant, we would welcome the opportunity to discuss appropriate application of this forgiveness provision with any restrictions on funding).

We are interested in this incentive to stay structure as it enables teachers some degree of flexibility. We would also institute a procedure for evaluating hardship or special cases should a teacher need to leave Midland or the profession prior to the four-year forgiveness period and be unable to return the funding.

MISD understands that TEA is utilizing grant funding for these stipends, we are conducting an internal review of the legality of the proposed MOU/incentive structure and should we receive the grant would appreciate a consultation with TEA's grants team to ensure we structure the MOU in a way that meets the grant requirements on use of funding.

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

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

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

MISD is partnering with Midland College to provide dual credit for the Education and Training courses. Midland College and MISD already have a deep and mutually beneficial partnership including the current provision of dual credit opportunities at Midland's comprehensive high school and opportunities for high school students to take college courses at Early College High School, located on Midland College's campus.

Education and Training Courses are already underway at Midland High, matching the course sequence recommended by TEA. \*Note: Principles of Education and Training is not currently on offer at Midland High as we employ a "freshman academy" model with a separate "school" for 9<sup>th</sup> grade. Due to staffing constraints, this course has not been offered in the past. However, with the resources provided in this grant we are confident we can work through the staffing challenge and offer this course to under-classmen. We will implement the full recommended course sequence at Lee High School for the 18-19 school year.

Education and Training Courses will be established to directly offer dual credit going towards the completion of an Associate of Arts of Teaching (AAT) degree at Midland College. Students wishing to continue their studies at Midland College will be able to directly enroll and complete their AAT. An existing partnership between Midland College and Sul Ross State University will further enable students who have completed an AAT at Midland College to enroll at Sul Ross via Midland College through a satellite program and receive a 4-year degree and certification without leaving Midland. MISD is exploring a further partnership to establish a one-year clinical teaching program at the district with Midland College – creating the option for a Midland student to complete all aspects of their teacher training without leaving Midland.

Students who wish to transfer their credits to a different institution will be able to do so. Midland College has existing transfer agreements with Texas Tech, University of Texas at Dallas, and Angelo State University providing seamless transfer process for students to these four-year institutions.

Midland College has agreed to develop a dual credit program for education and training courses by 2020-21. Please see the below timeline:

- 2018-19:
  - Receive grant funding
  - Convene MISD/Midland college planning committee to confirm Education and Training Course content for implementation at Midland High School and Lee High School.
  - Complete preliminary course scope and sequence by end of academic year
  - Launch Education and Training Courses at Midland high schools (Midland and Lee) at beginning of 2018-19 academic year.
- 2019-20
  - Continue Education and Training Courses at Midland high schools – no dual credit option available this year
  - Evaluate course effectiveness based on student outcomes (course assessments, grades, performance evaluation of students by the teacher), student feedback survey, teacher feedback (we will invite teachers to planning committee meetings to provide feedback and contribute to planning) and adjust as needed.
  - We will also hold at least two student focus groups, in addition to the surveys, to collect more qualitative data on how to improve the program, including specific modules. The focus of these groups will be to unpack survey results and add more texture to feedback with the overall goal of identifying what aspects of the course and CTSO events encouraged students to enter the teaching profession and how we can improve on these aspects.
    - Draft student survey questions:
      - If graduating, do you plan to enroll in education preparation courses in college?
      - If not yet graduating, do you plan to continue taking Education and Training Courses?
      - On a scale of 1-5 (1 being "disagree completely" and 5 being "agree completely"), please rate the following:
        - The Education and Training Course(s) are preparing for me a career as an educator
        - I plan to pursue teaching as a career for some period of time
        - I plan to teach in Midland
        - The Education and Training Course(s) increased my desire to become a teacher

- 2020-21
  - Launch Education and Training Course dual credit program

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

The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.

The plan must also include a description of how the LEA leadership (district and school based) and staff will motivate students to enter and persist in the Education and Training courses.

**The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.**

Student selection – who MISD is targeting

- MISD intends to target high-performing students that mirror the diversity of the district for entry into the Education and Training Course program as a first priority for seats. However, while selective admission is important, the district recognizes that encouraging more students to participate will further the long-term goal of creating more "homegrown" Midland teachers.
- Therefore, we will seek to blend our recruitment process to identify and attract high-performing candidates and other candidates who have demonstrated an interest in the teaching profession but who may not have the highest current record of academic performance. Connecting these students to a socially critical and well-paying career is an impactful way to support all students.
- In short, we will not limit admissions into the Education and Training Courses by academic performance, but will instead consider the student's motivation as demonstrated by co- or extra-curricular activities, life circumstances, the degree to which he/she reflects the demographic composition of the district, and other factors such as civic/community participation, volunteer work, etc.
- In addition, our goal is to open at least 80 seats for the Education and Training Course across two high schools and our goal is to grow the program well beyond this number. We are requesting enough resources to support 10 master's stipends which we can, in time, use to expand the program further. It is our sincere hope that we will be able to admit all students who express an interest in the teaching profession to the program (and thus do not have to select). Having this capacity to serve as many students as are interested will enable us to dramatically increase the flow of prospective teacher candidates in the future. If we can support 80 teacher candidates through the Education and Training Course(s) for multiple years, and assume that 50% become teachers and 25% return to

Midland, we could expect 20 new homegrown teachers per year, which would dramatically ease our recruiting burden and most likely reduce turnover given that local Midland residents will be interested in long-term work with the district.

#### Student Recruitment – how we are targeting students

Because we are requesting resources to enroll a high number of students in the program, we are hopeful that we will not have to be overly selective. We will manage the composition of our education and training courses through our recruitment. Student recruitment will take four forms. Note, these are not mutually exclusive, the combination of each of these initiatives will allow us to have multiple points of contacts with prospective students to encourage participation in the program:

1. *One to one referrals and counseling*: we will ask teachers and principals to identify students with the following profile, e.g. a combination of the below attributes. We will encourage our school staff to counsel these students to enroll in the program.
  - a. Track record of community/civic engagement: the student contributes to the community in a significant way through community service, student government, or other co- or extra-curricular participation.
  - b. Academic performance: the student participates in advanced courses and/or demonstrates a commitment to education with an academic performance in the top 25% of his or her class.
  - c. Co – or extra-curricular activity: student is active and engaged in athletics, academic competitions, student government, or other co- or extra-curricular activities and demonstrates leadership in these areas.
  - d. Demonstrated interest in the teaching profession: student has voiced or otherwise demonstrated an interest in becoming teacher.
2. *Teaching Career Informational Sessions*: we will ask current teachers and principals to volunteer to hold informational sessions on the teaching profession for interested students. School staff will be asked to discuss why they are inspired to be teachers, the rewarding and challenging aspects of the profession, and why they chose it as a career (among other topics). We will then introduce the Education and Training Course opportunity and will seek to enroll students directly following these sessions.
3. *“Field Trips” for Prospective Students to Existing Education Training Programs*: Midland High is already running pathway to teaching courses. We will invite interested younger students to “audit” these classes to get a view into what the program could look like and follow up asking them to enroll in the Education and Training Course program.
4. *Broad “Communications Campaign”*: we will develop a short marketing campaign to advertise the opportunity to Midland High School students in conjunction with Midland’s ongoing “teach Midland” marketing campaign – a separate project we will complete with the next month that seeks to draw teachers to Midland by highlighting the benefits of teaching here. This existing Teach Midland marketing campaign will provide us with the materials we need to “make the case” for the teaching profession to students. We will augment this campaign with targeted outreach to high school students – outlining the benefits of teaching and explaining how students can get an early start by applying to Education and Training courses.

**The plan must also include a description of how the LEA leadership (district and school based) and staff will motivate students to enter and persist in the Education and Training courses.**

The LEA and schools are working with Midland College to plan the specific components of the program. As we engage in planning, we believe that the best way to keep students engaged initially and motivated to stay is an engaging set of courses that offers real exposure to teaching work, specific, tangible connections to career opportunities such that a student can see the “path” to a fulfilling career as a teacher from day 1, and the opportunity/structure to form personal relationships with peers and mentors. To achieve these goals, we

will build the following into the program design:

1. Real opportunities to support work in schools: students will have the opportunity to engage in short- and long-term work in schools via field trips to schools and internships in school settings.
2. Connections to real career opportunities and higher education: we are exploring opportunities for guest speakers to participate in the courses to highlight teaching as a viable, worthwhile career outlining the life and economic benefits of a career in teaching as well as speakers from various higher-ed institutions to lay out the exciting secondary and post-secondary opportunities associated with becoming an educator. We will also utilize career counseling from the high schools and Midland College to support students in laying out their personal journey as educators.
3. Cohort building and small groups: as a supplement to the Education and Training Courses, we are exploring a small group setting of 5-10 students supported by a lead teacher. This will afford students the opportunity to form close connections with peers and a career teacher, fostering these personal relationships will contribute to group accountability to stay with the program.
4. Mentorship: we are exploring pairing students with 1:1 teacher mentors, providing students a further opportunity to form a close relationship with educators to act as guides as the students embark on their career journey.
5. Continuous improvement: lastly, we are dedicated to collecting and acting on quantitative and qualitative indicators to improve the program's quality and outcomes. The ability to articulate real success stories of students who entered the program and went on to become educators will enable us to clearly describe a clear path to success for participants. As the program matures, we will invite alumni as "guest speakers." These will be Midland natives who have completed the program and now teach in Midland – delivering an impactful message to our students about the real opportunity they have to make a difference in their hometown.