

COPY 1



2020-2022 GROW YOUR OWN GRANT PROGRAM, CYCLE 3  
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 15, 2019

NOGA ID [Redacted]

Authorizing legislation **General Appropriations Act, Rider 41, 86th 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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**GRANTS ADMINISTRATION**

Grant period from **February 1, 2020 to June 30, 2022**

Pre-award costs are not permitted.

**Required Attachments**

Pathway specific attachment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [Redacted]

**Applicant Information**

Organization **Texas Tech University** CDN [Redacted] Vendor ID [Redacted] ESC **17** DUNS **041367053**  
Address **2500 Broadway** City **Lubbock** ZIP **79409** Phone **806-742-3884**  
Primary Contact **Doug Hamman** Email **doug.hamman@ttu.edu** Phone **806-834-4113**  
Secondary Contact **Donna Brasher** Email **donna.brasher@ttu.edu** Phone **806-834-2518**

**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 **Amy Cook, JD** Title **Managing Director**

Email **amy.cook@ttu.edu** Phone **806-742-3884**

Signature  Date **11/08/2019**

Grant Writer Name **Doug Hamman** Signature **Doug Hamman** Digitally signed by Doug Hamman Date: 2019.11.05 16:31:55 -0800 Date **11/11/2019**

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

*2019-11-16-25*

**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
In partner districts that have, on average, a student population that is 70% non-White, the ratio of minority teachers to minority students is 1:40, while participation in teacher-focused ETC is limited.	Cultivate interest in the teaching profession among current high school students in the coalition districts and support their transition to a higher-ed teacher preparation program
Attrition rates in partner districts all exceed (and in several cases are double) the State average for teacher attrition.	Create an engaging, supportive school community aimed at retaining teacher talent coming to the districts through a rural GYO pipeline.
Among partner districts, superintendents report receiving very few qualified applicants for open positions, and often receive none for hard-to-staff positions.	Narrow recruiting of GYO teacher candidates to district-specific, high-need certification areas.

**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.

By SY2020, enrollment in teacher-focused ETC courses will show a 20% increase across all partner districts; and by SY2021, twenty-two qualified, demographically diverse, rural prepared and committed new teachers with district-specified certifications will begin teaching in their GYO district.

**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

(January 15 to May 15, 2020) [not technically "quarters," but meaningful subdivisions of work]  
 (a) New funding award has been publicized to the university community; (b) Five whole-group, monthly governance meetings have been held with EPP and partner districts; (c) Potential recruits have gone for a visit to their prospective rural district; (d) Twenty-two teacher candidates matching district diversity and certification needs have signed an MOU; (e) MOU between EPP and district has been signed; (f) A "match day" ceremony has been held; (g) Logistics between IHE and LEA have been arranged to ensure GYO teacher candidates receive their stipend in monthly installments; (h) Each district has committed to implementing strategies aimed at increasing enrollment in high-school level, teacher-focused ETC courses; and increasing participation in TAFE for the SY2020; and (i) Early discussions at monthly meetings have focused on sustainability.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

(August 15 to December 15, 2020)

(a) One university-focused press release and one district-focused press release has been sent to local news outlets; (b) Five monthly governance meetings with each individual district have been held; (c) Twenty-two teacher candidates have been retained; (d) District superintendents have taken necessary steps to offer early contracts to candidates in April 2021; (e) GYO teacher candidates are receiving their monthly stipend; (f) Each district has implemented (or is implementing) strategies aimed at increasing enrollment in high-school level ETC; (g) Discussions continue about readiness to implement sustainability strategies in the next school year.

Third-Quarter Benchmark

(January 15 to May 15, 2021)

(a) Five monthly governance meetings held; (b) GYO teacher candidates continue receiving stipend; District superintendents offer early contracts to candidates in April 2021; and a press release is sent to local media outlets; (c) Twenty-two teacher candidates have successfully completed; (d) Each district has implemented strategies aimed at maintaining increased enrollment in high-school level ETC; (e) At least four of the nine districts are poised to implement sustainability strategies in the next school year.

**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.

Evaluation data about SMART goal and benchmark progress will be shared in whole-group and individual governance meetings between EPP and LEAs. When deltas are identified, both partners will engage in collaborative, realistic problem solving to return to progress or modify ambitions in a way that fits the reality of the partnership while still addressing identified needs.

Data for monitoring achievement of the SMART goal will come from progress updates focusing on quarterly benchmark objectives. Information about benchmark objectives will be reported in monthly governance meetings. Benchmarks may be grouped in four areas: (a) Communication Between Partners; (b) Competency and Commitment of the Teacher Candidate; (c) Increasing High-School Students' Interest in Teaching; and (d) Planning for Long-Term Sustainability.

During the first benchmark period, the EPP and districts will meet (virtually) as a whole group to work out easier logistics (e.g., hiring priorities, arranging district visits, distribution of stipend) and those that are common to all LEAs (e.g., creating and signing of MOU, identifying strategies for increasing enrollment in ETC). Beginning in the second benchmark period, however, governance meetings will be held between individual LEA and the EPP and changing the focus for the rest of the funding cycle to progress monitoring in each LEA.

**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 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines.
- The LEA will commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
- Participants and candidates will commit with an MOU to remain in the LEA or partner 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 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, and shall provide to TEA, as per deadlines listed on page 26 of the Program Guidelines, quarterly reports on progress towards SMART goals and performance measures as well as candidate information and survey responses to TEA.
- All grant-funded participants and candidates will be identified and submitted to TEA by May 15, 2020.
- 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. A budget amendment must be filed within 7 days if requested by TEA.
- Applicants agree to amend the number of candidates as requested by TEA on the basis of necessity and data.

**PATHWAY 1- The applicant assures the following:**

- Each high school will implement the courses described in the 2020-2022 Grow Your Own Grant Program, Cycle 3 Program Guidelines, with the teachers receiving the stipend as teachers of record for both or either courses.
- Participants receiving the \$10,000 stipend and holding a master's degree must be the teacher of record for at least one dual credit course section in 2020-2021 and two dual credit course sections in 2021-2022 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 2020-2022 Grow Your Own Grant Program, Cycle 3 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.
- The LEA will not collect tuition or fees from students as per the program guidelines.

**PATHWAY 2- The applicant assures the following:**

- The LEA will allow reasonable paid release time and schedule flexibility to candidates for class attendance and course completion.
- Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2022-2023 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 no later than May 15, 2020.
- All Pathway 2 (a) certification-only candidates will be certified by the same partner EPP as a cohort managed collaboratively by the LEA and EPP.
- All Pathway 2 (b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within 2 years and serve as a teacher of record in the LEA by the 2022-2023 school year.

**PATHWAY 3- The applicant assures the following:**

- The EPP will provide Pathway 3(a) candidates with a residency of one academic year, in-person and on-site coaching and evaluation, at least six on-site observation and feedback cycles per semester and at least two observations of a full lesson per semester.
- 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 Pathway 3(b) candidates with training that is at least 4 weeks long, in-person and on-site coaching and evaluation, at least four face-to-face observation and feedback cycles, 12 instructional days with 1 hour of instruction per day, 150 professional development hours, and 30 hours of field-based experience.
- 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, for which the LEA will allow release time.
- Candidates will complete the clinical year or pre-service training within the named partner LEA(s), which will in turn agree to hire candidates upon satisfactory program completion.

**Statutory/Program Requirements**

**PROGRAM REQUIREMENT 1:** Describe the sustainability plan for the Grow Your Own Program beyond the timeline of grant funding. This plan should address how a high-quality program will be maintained, including clear action steps beginning in the first year of grant funding and a demonstrated ability to leverage and coordinate resources that increase your capacity to strengthen the local educator pipeline and make progress on sustainability. This may include the use of other local, state and/or federal resources. Consider also how the Grow Your Own Program may be integrated into, be supported by, and provide support for existing LEA or EPP initiatives and/or priorities.

This plan will result in maintenance of the high quality of the Tech Teach program; and this is likely to be accomplished by integrating the GYO program into existing university and district initiatives. Initially, six strategies will be the focus of initial sustainability planning:

- \_First, district partners will consider ways to allocate a district FTE to serve the university role of "site coordinator" implementing the quality, Tech Teach model. This approach is currently being used in Snyder ISD, Muleshoe / Springlake-Earth ISDs, and Howard College (Big Spring, Coahoma, Forsan, Lamesa ISDs) (Strengthen capacity | ensure quality EPP).
- \_Second, district partners will explore funding strategies involving use of federal, state and local funds to pay a stipend to teacher candidates who complete a year-long residency and commit to teaching in the district for three years following graduation (Strengthen capacity).
- \_Third, the IHE will explore the feasibility of TTU offering the intensive pretraining service program combined with a modified "opportunity culture" approach (Strengthen capacity | ensure quality EPP).
- \_Fourth, both district and IHE will improve enrollment and outcomes associated with ETC, including efforts to improve admission to TTU and placement of teacher candidates back in their home districts for practicum (Strengthen capacity | ensure quality EPP)
- \_Fifth, district and IHE will collaborate with regional community colleges to offer online the AAT degree to place-bound individuals in partner rural districts that would then transfer (without credit loss) to Texas Tech University (Strengthen capacity).
- \_Sixth, districts will consider ways of operationalizing College, Career and Military Readiness in a manner that supports GYO goals (Strengthen capacity)

**PROGRAM REQUIREMENT 2:** Describe the plan to recruit participants/candidates who are interested and eligible in participating in the program and receiving stipends. The plan must incorporate research-based best practices in equitable recruitment and address the process for identifying individuals with potential indicators including a demonstrated track record of success and/or achievement, involvement in student organizations and/or school activities, a desire and commitment to teach long term in the LEA and/or region, strong evaluation ratings (if applicable) and strong relationships with students. The plan must also include strategies to recruit diverse individuals representative of the LEA student population.

This Pathway 3 application focuses on recruiting to the rural GYO program 22 teacher candidates in their final year of preparation, who are earning specific certifications most in need among the partner districts. Texas Tech University will incorporate research-based best practices in equitable recruitment to identify individuals with the greatest potential to be a successful teacher in one of the partner rural districts.

Given the goals of the GYO program, and the ethnic and racial demographic of the partner districts (i.e., 70% of students are minority, and the ratio of minority students to minority teachers is 40:1), several strategies will be aimed specifically at recruiting diverse individuals who represent the LEA student population. Specifically, Tech Teach will develop and share in recruiting an effective diversity statement highlighting the value of teachers of color and commitment of all teachers to the values of diversity and inclusion. In addition, recruiting presentations and materials will highlight the demographic composition of the partner districts in order to increase the likelihood that teachers of color will apply to serve in schools/districts with large numbers of students whom they share demographic characteristics. Finally, recruitment messaging will emphasize the positive impact the presence of a teacher of color has on same race/ethnicity students as well as white students.

Several strategies will also be used to attract potential teacher candidates to the "rural" aspect of the GYO program.

**Statutory/Program Requirements****PROGRAM REQUIREMENT 2 CONTINUED:**

Specifically, program administrators will seek out individuals from communities within 50 miles of the hosting partner school districts. For those who may not have family ties to the rural locations, recruiting will highlight community assets that make teaching attractive in a rural district (e.g., renting a house in Crosbyton, Texas for \$500 compared to a small apartment in Lubbock, Texas for \$1,000), and will utilize testimonials from teacher graduates who took part in earlier cycles of this grant. In mid-February, in collaboration with the school districts, TTU will arrange district visits. These visits will provide an opportunity for potential candidates to learn more about the community, the schools, students, and the support offered to new teachers by school administrators and mentor teachers. Candidates will also see, firsthand, the positive community factors, opportunities to connect with the community, and opportunities to be challenged as an effective teacher in a rural district.

Potential candidates will also be screened and selected based upon their performance in the early phase of teacher preparation, and whether they have passed their TExES examination.

**PROGRAM REQUIREMENT 3:** Describe how the LEA will equitably select quality, diverse candidates from the pool of eligible candidates who will participate in the program and receive stipends. Include the use of any interview questions, assessment of persistence, recommendations, rubrics, consideration of hard-to-staff areas, or other tools using research-based, equitable best practices.

Texas Tech University and the partner school districts will collaborate using research-based equitable best practices to implement a consistent, thoughtful message around recruiting. This collaboration will include several shared strategies. First, coordinating with the EPP recruitment efforts, LEA administrators will also conduct pre-application focus groups with interested candidates. In these groups, district representatives will be able to provide contextualized versions of the strategies used by the EPP. Specifically, district administrators will be able to articulate their diversity statement highlighting the value of teachers of color and commitment of all teachers to the values of diversity and inclusion. District administrators can share with potential candidates the demographic composition of their district in order to increase the likelihood that teachers of color will apply to serve in schools/districts with large numbers of students whom they share demographic characteristics. District administrators will re-emphasize the positive impact the presence of a teacher of color has on same race/ethnicity students as well as white students.

During these focus groups and during the district visits, LEA administrators will clearly describe their top priorities for teaching field, and highlight the support offered to new teachers by school administrators and mentor teachers. Potential candidates will also learn about community assets that make teaching attractive in a rural district (e.g., renting a house in Crosbyton, Texas for \$500 compared to a small apartment in Lubbock, Texas for \$1,000), and hear from teacher graduates who took part in earlier cycles of this grant. Above all, LEA administrators will underscore the value the potential teacher candidates can bring to the district and community.

**Statutory/Program Requirements**

**PROGRAM REQUIREMENT 4:** Describe how the LEA will support participants and candidates that receive stipends in fulfilling responsibilities, persisting in the program, and excelling in their role. Name specific supports for potential career pathways, resource supports, and personnel supports.

Partner LEA will support candidates who receive stipends to successfully complete their teacher preparation and establish a "bond" with the school and community. These supports will be operationalized in several ways. First, from a programmatic perspective, teacher candidates will be supported by full partnership with the EPP that will include (a) intentional, collaborative selection and pairing of teacher candidates with mentor teachers; (b) providing support and access for EPP site coordinators to conduct co-teaching training with all mentor teachers; (c) ensuring access by the site coordinators to conduct monthly, data-focused professional development for mentor teachers; (d) attending monthly governance meetings with the EPP to review candidate progress; and (e) supporting teacher candidate improvement areas during weekly walk-throughs.

From an affective perspective, LEA support will be focused on underscoring the value teacher candidates bring to the school and community. This will include all of the following: (a) Superintendent, building administrator (and possibly the mentor teacher and any past graduates from Cycle 1 or 2) attending the "match day" ceremony in early May 2020; (b) including the candidate in any new teacher orientation activities and events; (c) providing the same district resources to teacher candidates as is provided to new teachers (e.g., laptop, building pass codes, recognition at assemblies, board meetings, civic events and press releases).

These strategies will support candidates in fulfilling their responsibilities, persisting in the program and excelling in their role as a student teacher.

**PROGRAM REQUIREMENT 5:** Describe the MOU in which (1) participants/candidates commit to remain in the LEA for an agree upon length of time as a condition of receiving the stipend and (2) the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

The MOU between LEA and teacher candidate will follow the guidance summary provided by TEA. Since 2014, the EPP at TTU has used an affidavit signed by teacher candidates in any grow-your-own program (e.g., Tech Teach Across Texas <http://www.depts.ttu.edu/education/undergraduate/techteach-across-texas.php>). This affidavit includes a statement about the expectation for graduates that they accept a teaching position in the district where they were prepared, and that they remain as a teacher in the district for at least two years following graduation. In collaboration with LEAs, this affidavit will be the basis for developing the MOU spelling out the expectations for teacher candidate and school district. Development and signing of the MOU is a benchmark for the first period of the funding cycle.

**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 2020-2022 Grow Your Own Grant Program, Cycle 3 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 Pathway 1(a) teachers who are teaching Education and Training courses, but not for dual credit  X \$5,500 =

Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit  X \$11,000 =

Number of high schools with existing Education and Training courses in 2019-2020  X \$8,000 =

Number of high schools without existing Education and Training courses in 2019-2020  X \$10,000 =

Number of high schools offering dual credit Education and Training courses in 2020-2022  X \$10,000 =

**Total Request for Pathway 1**

**PATHWAY TWO**

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

Number of Pathway 2(a) candidates pursuing a teacher certification only  X \$5,500 =

Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification  X \$13,000 =

Request for Pathway 2

Request for Pathway 1

**Total Combined Request for Pathways 1 & 2**

**PATHWAY THREE**

Check this box if you are applying for Pathway 3

Number of Pathway 3(a) candidates participating in a year-long clinical teaching assignment 22 X \$22,000 = 484,000

Number of Pathway 3(b) candidates participating in an intensive pre-training service program  X \$5,500 =

**Total Request for Pathway 3** 484,000



**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**

Texas Tech and District-based Site Coordinators	110,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

Site Coordinator supplies	3,148
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**OTHER OPERATING COSTS (6400)**

Teacher candidate stipend	330,000
Site travel	5,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

**TOTAL AMOUNT REQUESTED**

Total Direct Costs plus Indirect Costs

Should match amount of Total Request from page 8 of this application

2020-2022 Grow Your Own Grant Program, Cycle 3  
Pathway 3 Program Attachment

**Pathway 3: Support for Meaningful Year-Long Clinical and Intensive Pre-Service Teacher Training**

**EPP Quality.** Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates. The description must include:

- Historical data on the success of the EPP, such as certification exam passing rates, finishing rates, and/or placement rates, broken down by candidate demographics
- EPP research-based program structures, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio

**Indicators of EPP Quality.** The teacher preparation program at Texas Tech University embodies key attributes of effective clinical practices and strategies focusing on practice and providing additional coaching and mentoring in a partnership environment.

**Tech Teach Across (Rural) Texas.** Flexibility and quality in programing are one of the key drivers in meeting the staffing needs of rural school districts. The EPP at Texas Tech University has two pathways to earning a bachelor's degree and teacher certification that will be combined for the **Tech Teach Across (Rural) Texas [TTA(R)T]** program. The first is a "traditional" university-based pathway. The second is an accelerated, GYO program that is entirely district-based recruiting candidates from a specific community who are prepared in their community specifically for the community.

**Evidence of Success.** Tech Teach is an effective EPP by almost any measure. For example, in recently results from the Principal Appraisal of First-Year Teachers (October 2019), 92% of principals indicated that, overall, their new TTU teachers were well prepared (52%) or sufficiently prepared (40%) for their new role. Similarly, these same new teachers also indicated that they were well prepared (49%) or sufficiently prepared (45%) for their role. Principal satisfaction, candidate satisfaction, combined with a high program standard and positive trends in completion point to a high probability that candidates in the TTU program will be successful with 100% certification rate in Cycle 1 and 2, and a teacher demographic that ranges from 36% to 50% teacher-candidates of color (compared to the Lubbock-based program with 29% teacher-candidates of color).

**Description of Support Provided to Teacher Candidates.** In TTA(R)T program, teacher candidates will receive near wrap-around support to ensure progress toward content mastery and instructional effectiveness. First, a TTU-based clinical coach, or "site coordinator" will instruct, coach and evaluate candidate progress toward instructional competency. The clinical coach will be based in the districts in order to provide daily contact and support. Second, faculty at TTU will orient courses in a manner that ensures content mastery as well as application to teaching and successful completion of edTPA. Third, candidates will complete their student-teaching experience under the mentorship of an intentionally selected mentor teachers who also have a record of effectiveness in motivating culturally diverse learners and improving achievement.

**Program Structure.** There are several unique program features of the Texas Tech program based squarely on research-based practices. Among them are the curriculum, the supervision model and the feedback structures. The curriculum is skill focused utilizing selected indicators from the TAP rubric as the "backbone" for course content. The use of a common rubric supports teacher candidates and teacher educators in describing and improving instructional practice. Throughout the program, teacher candidates are supervised and provided feedback by site coordinators (who receive additional compensation for supporting candidates in rural districts). The ratio of candidate to site coordinator varies, somewhat but in the current (proposed) program, the ratio will be set at 1:15 allowing sufficient time to adequately support and coach the candidates. Like the curriculum, performance assessments and walkthroughs are based on the TAP rubric utilized in both pre and post-conference discussions between site coordinator and teacher candidates. Data derived from performance assessments and walkthroughs are used to determine the just-in-time instructional focus of weekly meetings of teacher candidates and their site coordinator. This data also provides focus of monthly site coordinator professional development meetings with mentor teachers aimed at supporting candidate improvement. This data also provides one source of information shared with districts in governance meetings.

**EPP and LEA Partnership.** Applicant must describe the plan for the partnership between the EPP and LEA(s). The plan must include:

- An articulation of shared governance, including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers
- Signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates

**Context.** According to a recent report by the U.S. Department of Education (2018), the challenges facing rural districts are similar to those facing large urban districts – poverty, teacher talent recruiting and retention, teacher and administrator effectiveness – but these challenges become even more complex to solve the further removed is the district from population centers. Nowhere is this additional complexity more apparent than in the lower rates of participation in post-secondary education. The partnership between the districts in this coalition and Texas Tech seeks to address directly completion of post-secondary education in rural districts specifically to build a pipeline of teacher talent. A letter of support from each school board president, or a board resolution, is attached to this application.

**Joint Governance for Continuous Improvement.** Throughout the time of the project, institutional partners will collaborate on a variety of task ranging from day-to-day operations to examining program impact. Monthly governance meetings will be conducted via video-conference for all partners to review and problem-solve around issues of recruiting, advertisement, advising, mentor-teacher selection, and candidate progress. These meetings will be attended by district superintendents, EPP administrators, and site coordinators in order to provide a learning forum for communication about implementation, address obstacles, and implement solutions. In May 2021, a day-long, in-person partnership meeting will be held to formally evaluate program and partners success and identify strategies for improving and sustaining pipelining of teachers to the partner districts.

**Memorandum of Understanding (MOU) between Coalition Districts and Texas Tech University.** It is the practice of Texas Tech University since 2011 to formally establish a partnership with districts where our teacher candidates are prepared. All but one of the MOUs with the partner districts in this proposal (new partner, Petersburg ISD) have already been finalized and are the basis for establishing or re-establishing partnership for the (proposed) grant activity, including identification, selection and retention of candidates in the districts. As instructed, these MOUs are included with this application. The PISD MOU will be completed by February 1, 2020. The MOU establishes roles for Texas Tech University and the partner districts in (a) designing and implementing a district-based, clinically-intensive teacher education program; and (b) establishing a framework for sharing de-identified K-12 student data for purposes of monitoring and evaluating the effectiveness of the candidates and the preparation program. To the current form, an addendum will be added (c) describing the role for each party to identify and implement strategies aimed at sustaining the (proposed) program and thereby ensuring a pipeline of local teacher talent committed to working in rural schools. These strategies may include cost-sharing among coalition districts for the salary and support of up to three site coordinators funded by revenue recaptured from increased rates of new-teacher retention; reallocation of Title II funding so as to support district-embedded teacher preparation; or a commitment to jointly seeking external financial support.

**Partner LEA(s)**

Applicants must complete the fields below, stating each partner LEA in which candidates will be placed.

<b>Partner LEA</b>
<b>County-District Number</b>
<b>Year-Long Clinical Assignment and / or Intensive Pre-Service</b>
1. Brownfield
223-901
Year-long Clinical Assignment
2. Crosbyton
054-901
Year-long Clinical Assignment
3. Fayetteville
075-906
Year-long Clinical Assignment
4. Floydada
077-901
Year-long Clinical Assignment
5. Hamlin
127-903
Year-long Clinical Assignment
6. Petersburg
095-904
Year-long Clinical Assignment
7. Roosevelt
152-908
Year-long Clinical Assignment
8. Roscoe
177-901
Year-long Clinical Assignment
9. Slaton
152-903
Year-long Clinical Assignment