




## Partnerships for Grow Your Own Success

Grow Your Own Grant Program Support—WEBINAR 3

MARCH 2019

**TEXAS** Comprehensive Center

at American Institutes for Research ■

- 
- **Introduction and Context: Why Partnerships Matter**
  - **Overview of Partnerships**
  - **District–Institution of Higher Education Partnerships (IHE) (Pathway 1)**
  - **District–Educator Preparation Program (EPP) Partnerships (Pathway 2)**
  - **Educator Preparation Program–District Partnerships (Pathway 3)**
  - **Next Steps**

## Introduction and Context: Why Partnerships Matter

Partnerships are the foundation for your Grow Your Own program.



Increase the **quality** and **diversity** of the teaching workforce, particularly in **small and rural districts** throughout Texas

Elevate the **perception of the teaching profession** through the development and facilitation of **high-quality Education and Training courses** at the high school level

# What *is* a strong partnership?

Components of General Partnerships	Components of Grow Your Own District–IHE and/or District–EPP Partnerships
<ul style="list-style-type: none"> <li>• Clarity of responsibilities</li> <li>• Division of responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Shared governance structure</li> </ul>

# What *is* a strong partnership?

Components of General Partnerships	Components of Grow Your Own District-IHE and/or District-EPP Partnerships
<ul style="list-style-type: none"> <li>• Clarity of responsibilities</li> <li>• Division of responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Shared governance structure</li> </ul>
<ul style="list-style-type: none"> <li>• Clear terms</li> <li>• Defined length of partnership</li> <li>• Plans for maintenance of long-term partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Plans to sustain the partnership over time</li> <li>• Clear timeline with milestones and target metrics</li> </ul>

# What is a strong partnership?

Components of General Partnerships	Components of Grow Your Own District-IHE and/or District-EPP Partnerships
<ul style="list-style-type: none"> <li>• Clarity of responsibilities</li> <li>• Division of responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Shared governance structure</li> </ul>
<ul style="list-style-type: none"> <li>• Clear terms</li> <li>• Defined length of partnership</li> <li>• Plans for maintenance of long-term partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Plans to sustain the partnership over time</li> <li>• Clear timeline with milestones and target metrics</li> </ul>
<ul style="list-style-type: none"> <li>• Division of financial responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Division of financial responsibilities</li> </ul>

## What is a strong partnership?

Components of General Partnerships	Components of Grow Your Own District–IHE and/or District–EPP Partnerships
<ul style="list-style-type: none"> <li>• Clarity of responsibilities</li> <li>• Division of responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Shared governance structure</li> </ul>
<ul style="list-style-type: none"> <li>• Clear terms</li> <li>• Defined length of partnership</li> <li>• Plans for maintenance of long-term partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Plans to sustain the partnership over time</li> <li>• Clear timeline with milestones and target metrics</li> </ul>
<ul style="list-style-type: none"> <li>• Division of financial responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Division of financial responsibilities</li> </ul>
<ul style="list-style-type: none"> <li>• Formalization of partnership (e.g. ceremony, documents)</li> </ul>	<ul style="list-style-type: none"> <li>• Memoranda of Understanding (MOUs)  <small>Edwards, L., &amp; Hughes, K. (2011). <i>Dual enrollment guide</i>. New York, NY: Columbia University, Teachers College, Community College Research Center. Retrieved from <a href="https://files.eric.ed.gov/fulltext/ED521460.pdf">https://files.eric.ed.gov/fulltext/ED521460.pdf</a></small> </li> </ul>

# What is a strong partnership?

Components of General Partnerships	Components of Grow Your Own District–IHE and/or District–EPP Partnerships
<ul style="list-style-type: none"> <li>• Clarity of responsibilities</li> <li>• Division of responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Shared governance structure</li> </ul>
<ul style="list-style-type: none"> <li>• Clear terms</li> <li>• Defined length of partnership</li> <li>• Plans for maintenance of long-term partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Plans to sustain the partnership over time</li> <li>• Clear timeline with milestones and target metrics</li> </ul>
<ul style="list-style-type: none"> <li>• Division of financial responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Division of financial responsibilities</li> </ul>
<ul style="list-style-type: none"> <li>• Formalization of partnership (e.g. ceremony, documents)</li> </ul>	<ul style="list-style-type: none"> <li>• Memoranda of Understanding (MOUs)</li> </ul>
<ul style="list-style-type: none"> <li>• Structured communication</li> <li>• Identification of key participants</li> <li>• Established and maintained norms</li> </ul>	<ul style="list-style-type: none"> <li>• Designated program leaders</li> <li>• Regular meetings of key participants</li> <li>• Established and maintained norms</li> </ul>

**In all types of partnerships, respect, trust, and mutual benefit to all parties are key!**



## What *is* a strong partnership?

The most effective partnerships between colleges and districts include

1. a common understanding of the programs' purposes or goals;
2. flexibility among partners, particularly in terms of policies and procedures;
3. close proximity between the college and district; and
4. an active and engaged college liaison.

Berger, A. R., Cole, S., Duffy, H., Edwards, S., Knudson, J., Kurki, A., . . . Nielsen, N. (2009). *Fifth annual Early College High School Initiative evaluation synthesis report. Six years and counting: The ECHSI matures*. Washington, DC: American Institutes for Research. Retrieved from <https://files.eric.ed.gov/fulltext/ED514090.pdf>

## What is a strong partnership?

**Building the partnership:** guidance for a collaborative, supportive, and cooperative relationship between the secondary and postsecondary partners.

- Establish a common mission and vision (e.g., promote college readiness).
- Maintain open and frequent communication.
- Include key people from all entities to address challenges and leverage opportunities.
- A team of instructors and teachers design, implement, and monitor the program to ensure ongoing buy-in for, awareness and understanding of, and support for the program.
- An advisory board (administrators, teachers, staff, parents, and representatives from partner organizations) help support recruitment, inform program design, and set and monitor key outcomes.

Purnell, R. (2014). *A guide to launching and expanding dual enrollment programs for historically underserved students in California*. Berkeley, CA: Research and Planning Group for California Community Colleges. Retrieved from <https://www.asundergrad.pitt.edu/sites/default/files/DualEnrollmentGuideJune2014.pdf>

- Introduction and Context: Why Partnerships Matter
- Overview of Partnerships
- District–Institution of Higher Education (IHE) Partnerships (Pathway 1)
- District–Educator Preparation Program (EPP) Partnerships (Pathway 2)
- Educator Preparation Program–District Partnerships (Pathway 3)
- Next Steps

# Overview of Partnerships



## Pathway 1

- **District–IHE (dual credit)**
- District/school–Texas Association of Future Educators (TAFE) or Family, Career and Community Leaders of America (FCCLA)
- District–Education and Training course teacher



## Pathway 2


- **District–EPP (IHE, education service center, or alternative certification program)**
- District–candidate



## Pathway 3

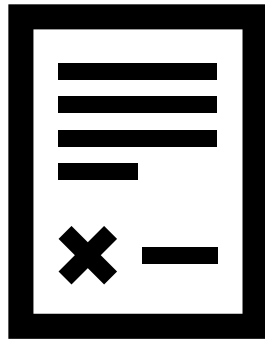
- **EPP (IHE, education service center, or alternative certification program)–District**
- District–candidate
- EPP–candidate

# Agenda

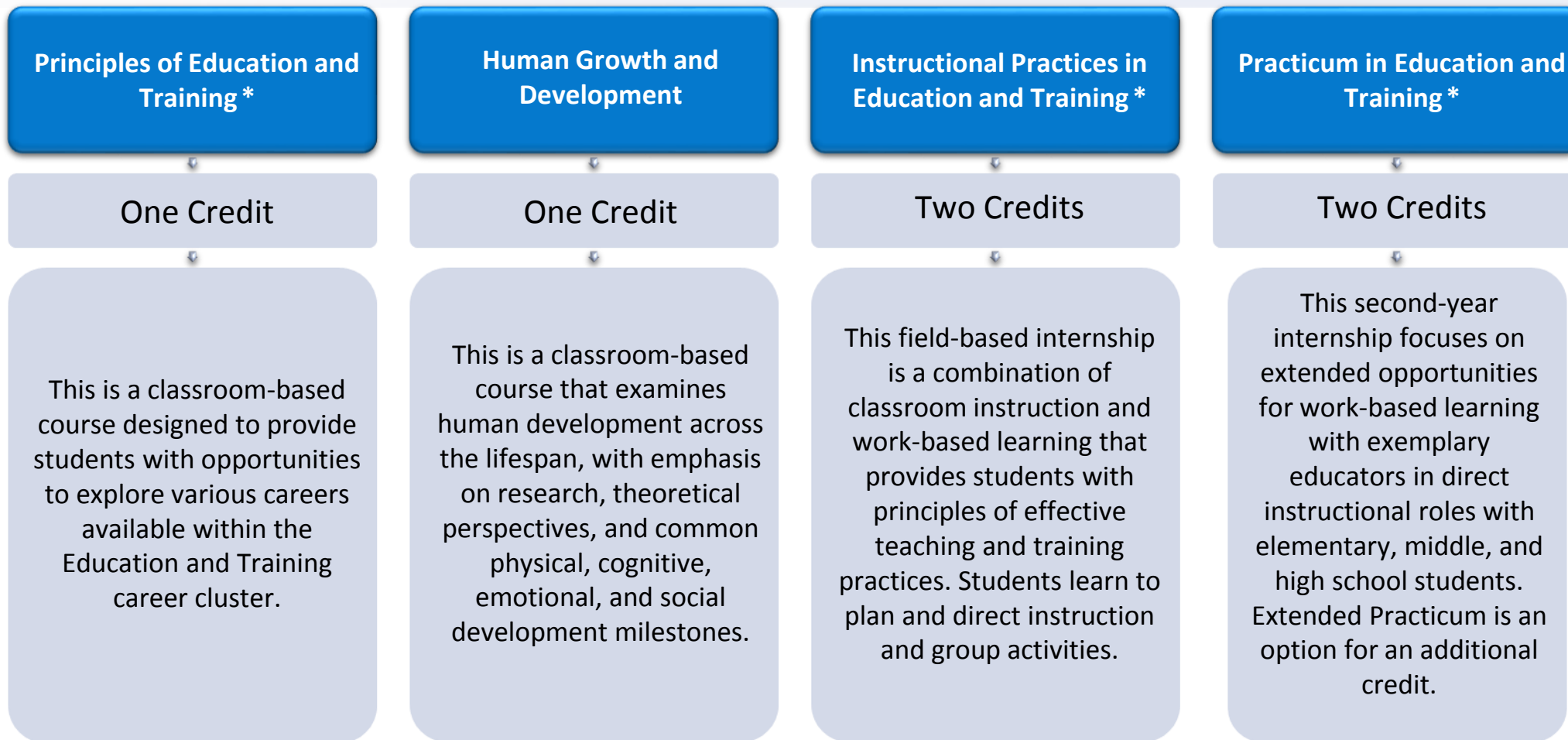
- **Introduction and Context: Why Partnerships Matter**
- **Overview of Partnerships**
-  • **District–Institution of Higher Education (IHE) Partnerships (Pathway 1)**
- **District–Educator Preparation Program (EPP) Partnerships (Pathway 2)**
- **Educator Preparation Program–District Partnerships (Pathway 3)**
- **Next Steps**

## District–Institution of Higher Education Partnerships (Pathway 1): Requirements

- If offering **Education and Training courses for dual credit**, there must be a **partnership** with an IHE that these courses will count towards earning an Associate of Arts in Teaching (AAT).
- Dual credit teachers of record for Education and Training courses must hold an **MEd** or a **graduate degree with 18 credit hours in education**.
- An **MOU, or signed letter of commitment**, must address the longevity and sustainability of the partnership between the LEA and IHE, the specific courses involved (EDUC 1301 and/or EDUC 2301), and financial responsibility.



# The Education and Training Course Sequence

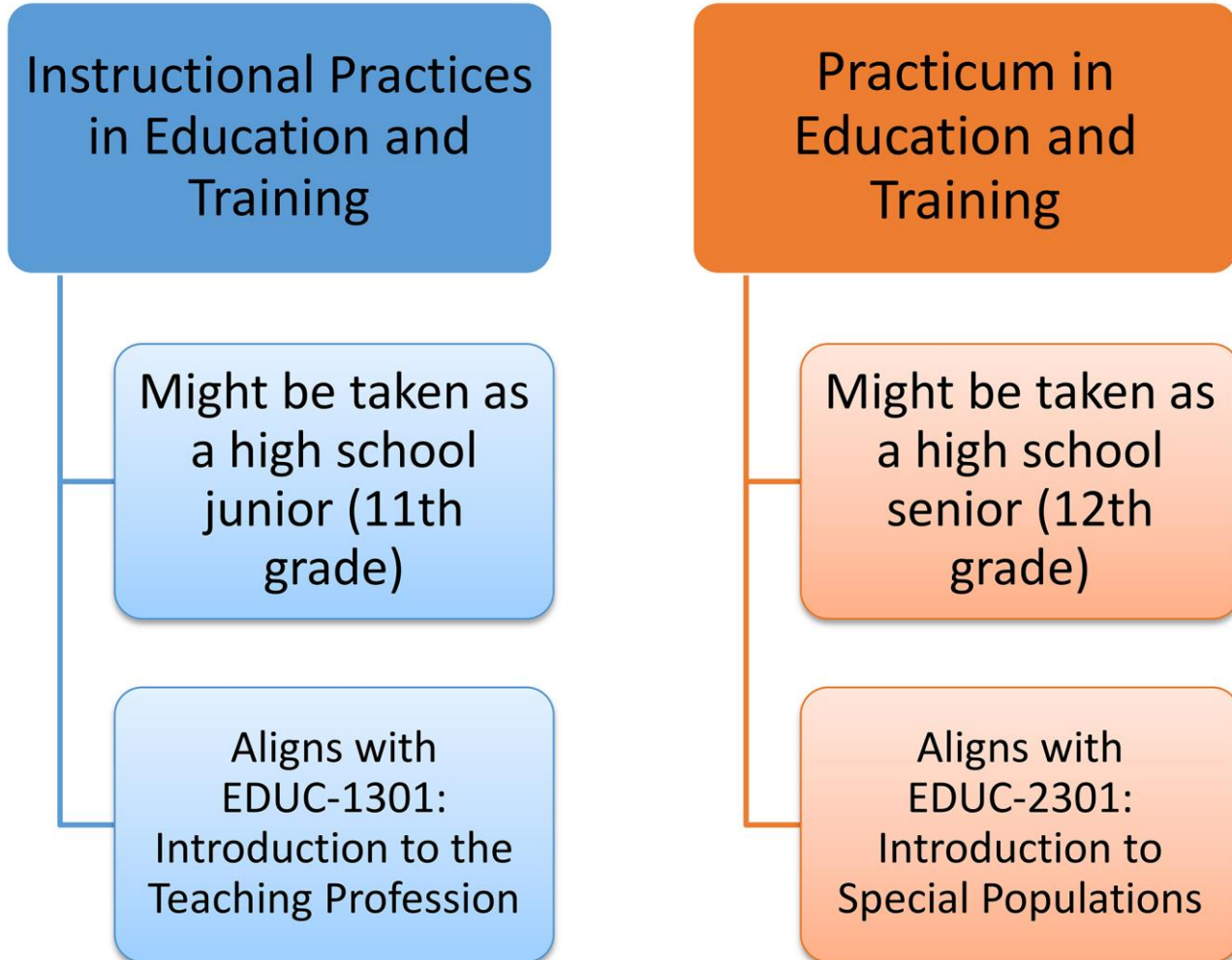


\* Any educator with a valid Texas teaching certificate may teach the course.

## What is Dual Credit?

- **Dual credit** refers to **college courses** that are being taught at the high school. The high school will grant **high school credit** to students enrolled in these college-level courses.
- When the student goes on to college, the courses will count as college credit because they were college courses approved by the partner IHE.
- Typically, the high school teacher who holds a master's degree is made an "adjunct" faculty member by the IHE in order to teach the college courses.
- Dual credit for Education and Training courses allows students to get a head start on the Associate of Arts in Teaching (AAT).
- For more information on dual credit, visit the Texas Higher Education Coordinating Board's report:  
<http://www.thecb.state.tx.us/reports/PDF/1514.PDF?CFID=92837716&CFTOKEN=16339887>





## Key Research on Dual Credit

*Students should perceive classes as an authentic college experience in which they can “try on” the college student role and view themselves as capable of doing college work.*

Hughes, K. L., Rodríguez, O., Edwards, L., & Belfield, C. (2012). *Broadening the benefits of dual enrollment: Reaching underachieving and underrepresented students with career-focused programs*. San Francisco, CA: James Irvine Foundation. Retrieved from <https://files.eric.ed.gov/fulltext/ED533756.pdf>

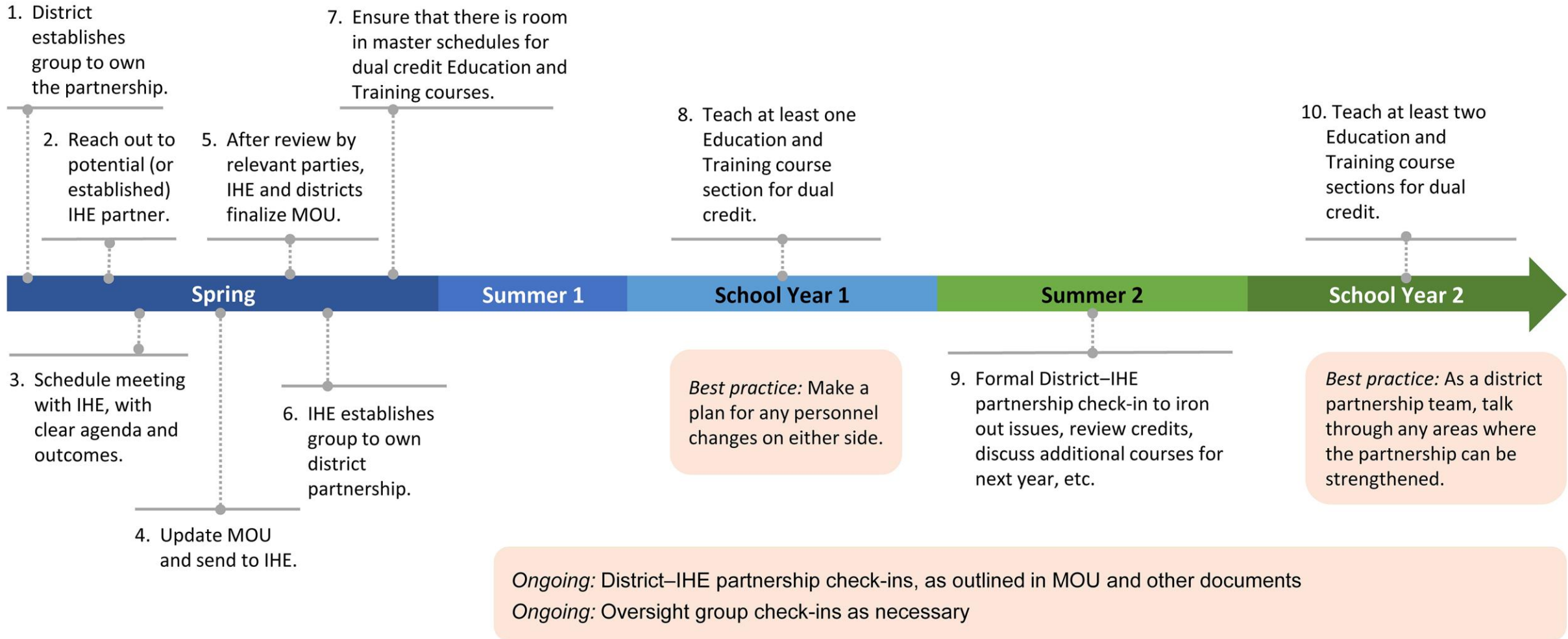
## District–Institution of Higher Education Partnerships (Pathway 1): Recommendations

- Offer Education and Training courses for dual credit.
- Work with an established partner—and think about how to make this sustainable!
- Consider different ways to collaborate with the IHE.
- Don't take on the partnership alone!

**Long-Term Best Practice**

Utilize your Perkins or Perkins Reserve Fund to support this work long term!

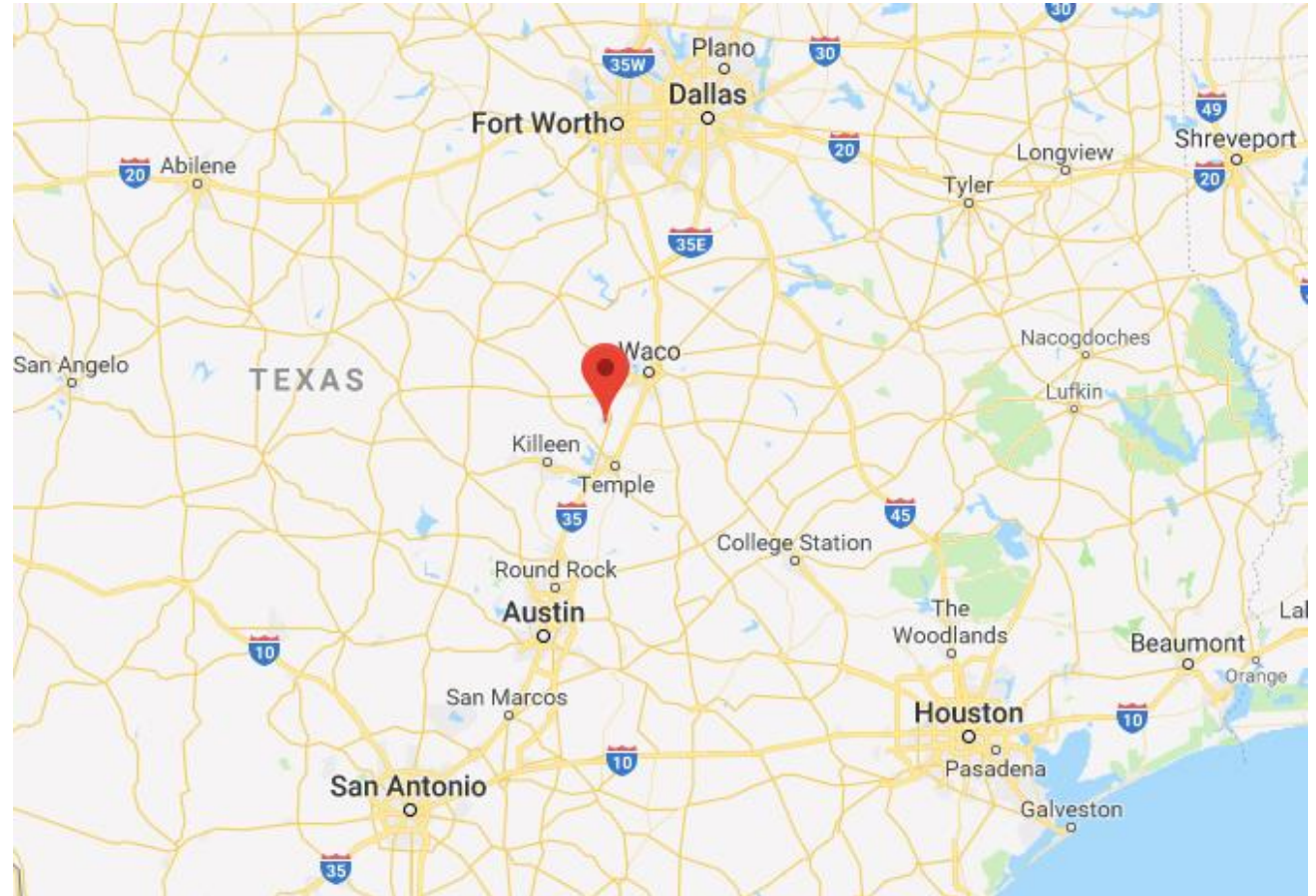
# District–Institution of Higher Education Partnerships (Pathway 1): Step-by-Step Guide




# District–Institution of Higher Education Partnerships (Pathway 1): Example

## Moody Independent School District

- Builds on preexisting relationship with an IHE.
- High school teacher will have an MEd by fall 2020 from a local IHE.
- Beginning in fall 2020, high school students earn credits at local community college that transfer to a 4-year program.
- Students interact with a future teachers booth at every career fair.

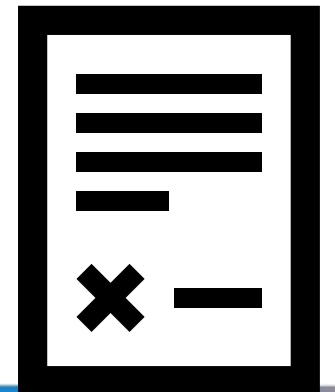


# Agenda

- **Introduction and Context: Why Partnerships Matter**
- **Overview of Partnerships**
- **District–Institution of Higher Education (IHE) Partnerships (Pathway 1)**
-  • **District–Educator Preparation Program (EPP) Partnerships (Pathway 2)**
- **Educator Preparation Program–District Partnerships (Pathway 3)**
- **Next Steps**

## District–Educator Preparation Program Partnerships (Pathway 2): Requirements

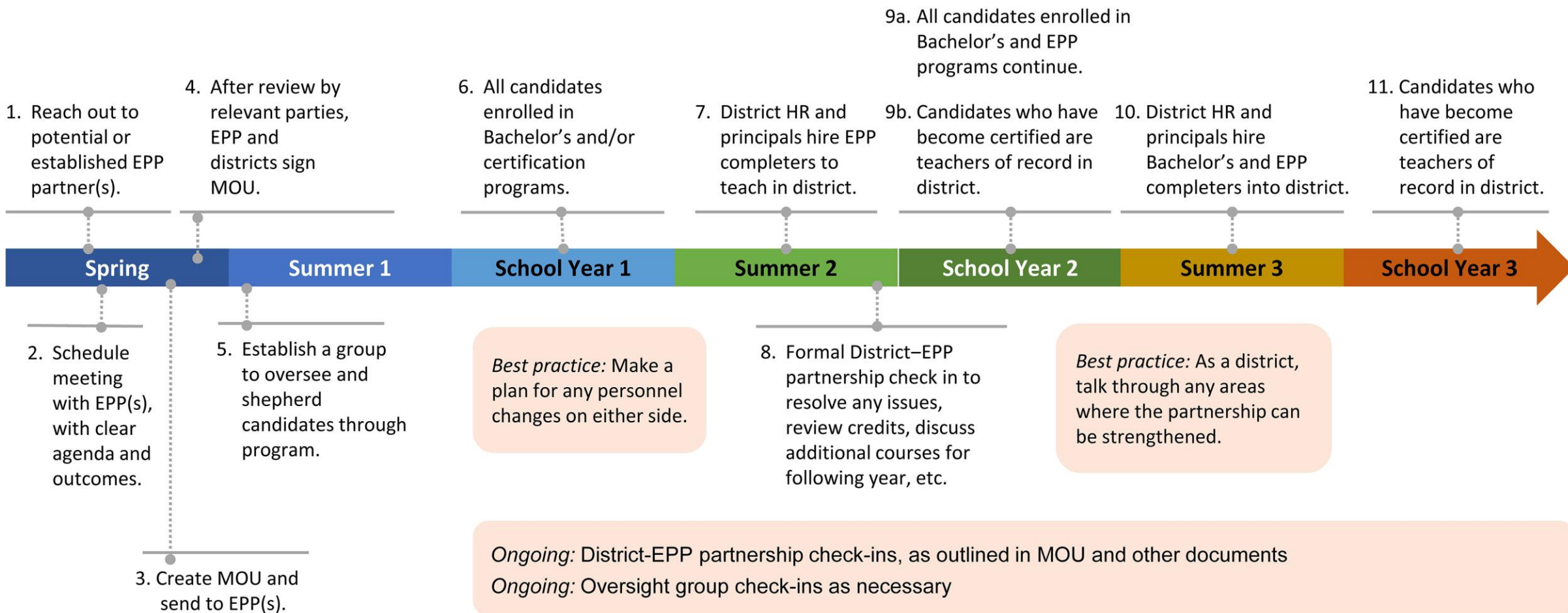
- Only paraprofessionals, instructional aides, and long-term substitute teachers **employed by the district at time of grant application** may participate.
- Candidates receiving the stipend/tuition reimbursement must be “core complete” with at least 60 college credit hours AND able to teach within two years of stipend award.
- The stipend goes towards completion of a **BA and/or certification by an Educator Preparation Program.**
- The district must have an MOU with the stipend recipient.
- The district should have an MOU with the high-quality EPP that will be a partner in preparing candidates well.



## District–Educator Preparation Program Partnerships (Pathway 2): Recommendations

- As a district, partner with one high-quality EPP.
  - Establish a cohort model.
  - Enhance partnership—and leverage—on both sides.
  - Formalize stakeholder engagement for multiple parties.
- Make this feasible for your candidates receiving a stipend.
  - Schedule formal and informal check-ins/touchpoints with candidates.
  - Ensure that training is job-embedded.
  - Establish a flexibility training location and schedule.
  - Aim for data-driven continuous improvement to ensure sustainability and persistence for candidates.
- Don't take on support alone!
  - Include coaching best practices with candidates (with clear division of responsibilities in the MOU).

# District–Educator Preparation Program Partnerships (Pathway 2): Step-by-Step Guide






# District–Educator Preparation Program Partnerships (Pathway 2): Example

## Grand Prairie ISD

- Enrolls participants into TechTeach program, facilitated by Texas Tech University.
- Avoids reinventing the wheel by partnering with an established program alongside other districts, many of which are rural.



# Agenda

- **Introduction and Context: Why Partnerships Matter**
- **Overview of Partnerships**
- **District–Institution of Higher Education (IHE) Partnerships (Pathway 1)**
- **District–Educator Preparation Program (EPP) Partnerships (Pathway 2)**
-  • **Educator Preparation Program–District Partnerships (Pathway 3)**
- **Next Steps**

## Educator Preparation Program–District Partnerships (Pathway 3): Requirements

- The partnership between the IHE/EPP and district(s) must be based on a **mutual needs assessment**.
- An **MOU, or signed letter of commitment**, must address the longevity and sustainability of the partnership between the EPP and district(s) and the intention to place diverse clinical teaching candidates with a desire to teach in rural and/or small districts.
- The partnership must include **shared governance**, including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.

# Educator Preparation Program–District Partnerships (Pathway 3): Requirements

## What else is needed?

- Field site supervisor supporting clinical teacher candidates
- Denoted frequency of supervision and support from EPP to candidate(s)
- Denoted quality of supervision and support from EPP to candidate(s)
- Clarity of EPP’s research-based instruction (i.e., rubric to guide coursework and support)
- Four to six observation and feedback cycles per semester, two (2) of which include the observation of a full lesson
- Ratio of no more than 1:20 for field supervisor to candidates

# Educator Preparation Program–District Partnerships (Pathway 3): Recommendations

## Elements of strong EPP–District Partnerships

- Who’s involved
  - Feedback loops
  - Scheduled touchpoints
  - Formalized stakeholder engagement
- Common vision
  - Benchmarks and metrics
- Management
  - Data sharing
  - Onboarding
- Continuous improvement



## Understand the Benefits for EPPs:

- Clinical practice
- Diverse teacher experiences
- Teacher recruitment
- Teacher retention
- Student achievement



# District–Institution of Higher Education Partnerships (Pathway 1): Step-by-Step Guide

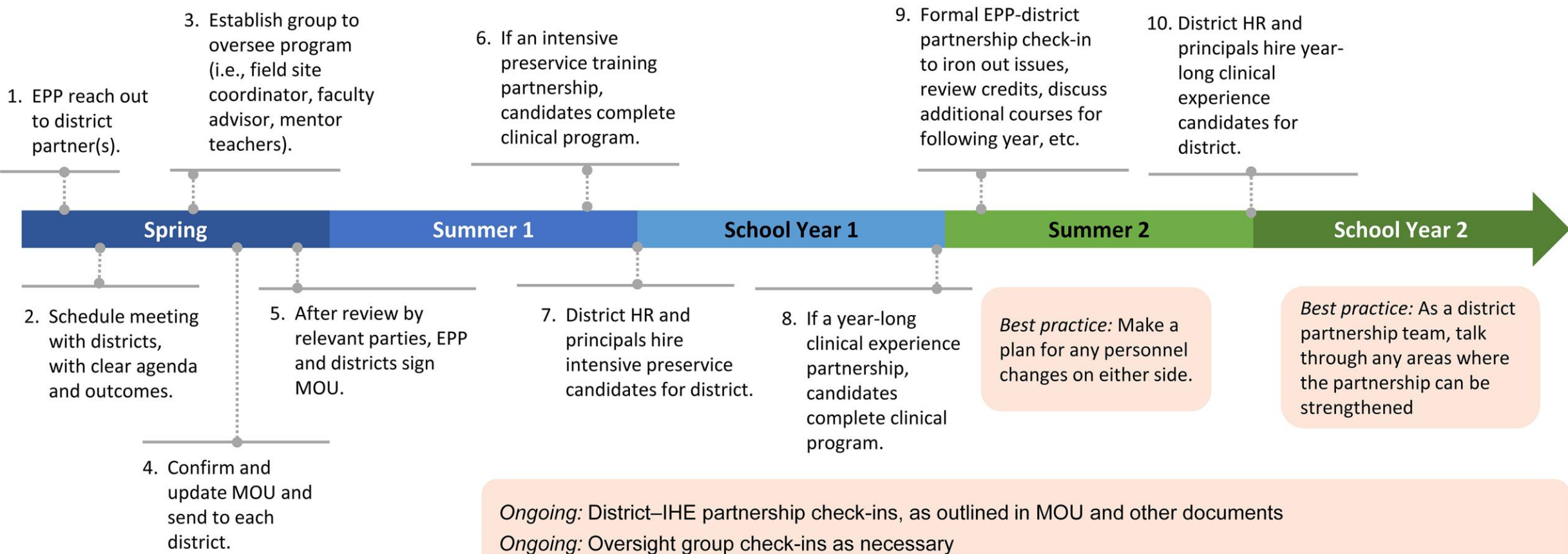
## **Before ANY of these steps can happen:**

- EPP must assess their program’s alignment with the grant requirements, including a plan to incorporate missing elements.
- EPP must ensure that it can provide the support necessary to districts and candidates.

## **Throughout the process**

- EPP should proactively make necessary changes for successful districts engagement in order to provide a strong foundation for future teachers.

# District–Institution of Higher Education Partnerships (Pathway 1): Step-by-Step Guide





## EPP-District Partnerships (Pathway 3): Example



- Texas Tech University partnered with five districts in Year 1, and nine districts in Year 2
- Actively promotes partnership with other districts (through Rural Superintendents Convening)
- Attributes strong partnerships to:
  - Governance meetings
  - Sharing of candidate performance data
  - Regular program implementation meetings
  - Alignment of district and EPP priorities

# Agenda

- **Introduction and Context: Why Partnerships Matter**
- **Overview of Partnerships**
- **District–Institution of Higher Education (IHE) Partnerships (Pathway 1)**
- **District–Educator Preparation Program (EPP) Partnerships (Pathway 2)**
- **Educator Preparation Program–District Partnerships (Pathway 3)**
- **Next Steps**

## Next Steps for All Pathways

- Reread the Grow Your Own Grant Program Guidelines to be refamiliarized with any specific grant requirements for Cycle 1 vs. Cycle 2.
- Assess the status and health of your own partnership(s).
- Remember that communication and trust are foundational.



## Check out:

- Texas CTE Resource Center: <https://www.txcte.org/>
- Texas FCCLA: <https://www.texasfccla.org/>
- TAFE: <https://www.tafeonline.org>

## Coming soon:

- Texas Education Agency Summer Institute for Cycle 2, Pathway 1 awardees: June 11–13, 2019
- “By popular demand” webinars on high-interest topics
- Grow Your Own Community of Practice sites

## Get in touch:

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