



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

COPY

Texas Education Agency

NOGA ID [redacted]

Application stamp-in date and time

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:

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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 **Texas Tech University** CDN or Vendor ID [redacted] ESC # [redacted] Campus # [redacted] DUNS # **041367053**
 Address **3008 18th Street** City **Lubbock** ZIP **79409** Phone **806-834-4113**
 Primary Contact **Doug Hamman** Email **doug.hamman@ttu.edu**
 Secondary Contact **Kendra Fletcher** Email **kendra.fletcher@ttu.edu**

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 **D. Scott Ridley, Dean** Signature  Date **03/09/2018**

Grant Writer Name **Doug Hamman** Signature  Date **03/09/2018**

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

701-18-106-080

RFA # **701-18-106** SAS # **277-18**

2018-2019 Grow Your Own Grant Program

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
Difficulties replacing retiring teachers from the community and retaining those who "commute" out to the rural district.	Deliver a fast-track teacher preparation program with a year-long residency in rural districts designed to recruit and incentivize participation by community members and those committed to rural education.
Student achievement in coalition districts are below the region and state in ELAR & Mathematics.	Deliver a high-quality, district-embedded EPP that prepares new teachers with intensive clinical support to teach using high-rigor, high-engagement instructional strategies
There is non-representativeness of student demographics with teacher demographics.	Recruit teacher candidates from the community, and those with ties or commitment to teaching in rural districts

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.

In order to improve student achievement and address equity & access goals, by June 30, 2019, 18 demographically representative teacher candidates will earn their bachelor's degree from Texas Tech University, be recommended for teacher certification by the EPP, and have signed contracts of employment in one of the 5 rural coalition districts.

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:

First Quarter: July 2018
 1. MOU between LEAs and EPP finalized
 2. Two coalition-EPP governance meetings held to plan, evaluate, and adjust EPP
 3. EPP site coordinators identified and trained
 4. 18 demographically representative teacher candidates recruited for coalition districts, enrolled, and begin EPP
 5. Planning continues for Education & Training courses
 6. Planning continues for recruiting high school students for ETC and CTSO
 7. Benchmark report completed

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

Second Quarter: November 2018

1. 18 teacher candidates continue in EPP
2. Two coalition-EPP governance meetings held to plan, evaluate, and adjust EPP
3. Implement plans for recruiting 2nd cohort of teacher candidates in Summer 2019
4. First cohort of high school students launched in ETC and CTSO
5. CTSO prepares for and participates in regional and state TAFE events
6. Completion of bi-annual TEA-developed survey of participants
7. Benchmark reporting completed

Third-Quarter Benchmark:

Third Quarter: March 2019

1. 18 teacher candidates continue toward graduation from EPP
2. Two coalition-EPP governance meetings held to plan, evaluate, and adjust EPP
3. Continue recruiting for 2nd cohort of teacher candidates in Summer 2019
4. Begin recruiting for 2nd cohort of ETC
5. CTSO has participated in state-level TAFE competitions
6. Benchmark reporting completed

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 primary structure within which project evaluation data will be used to determine when and how to modify the program is the Coalition Governance Meeting. This meeting will be held monthly from the time of the NOGA until June 2019. At these meetings, authority-bearing representatives from each coalition district, South Plains College AAT program, and representatives from the EPP (including the site coordinator) will discuss the progress of the grant effort in terms of six areas: (a) candidate quality, demographics, progress and retention, (b) mentor selection and program implementation, (c) data sharing, (d) ETC and CTSO implementation, (e) projected need for teacher talent in the coming year, and (f) sustainability and recruitment of future cohorts.

The project evaluation data utilized at each meeting will reflect one or more of the six areas identified above. This data will include:

- a. Number, quality, demographics, certification, placement and challenges associated with recruited teacher candidates;
- b. Progress and strategies for recruiting teacher candidates for the second cohort;
- c. Candidate progress in reaching skill proficiency, and feedback from site coordinators and mentors about job-embedded professional development;
- d. Progress with achievement data transfer and any outcomes from preliminary analyses;
- e. Progress, number of participants, achievements of ETC and CTSO; and
- f. Vacancy projects, hiring and identification (and progress toward) certification recruiting targets for SY2019-2020.

If benchmarks or summative SMART goals do not show progress, evaluation data (above) will be used to identify specific areas of shortcoming. Revised strategies will be jointly identified among the Coalition Governance members, and the same data source will be used to monitor the impact of adjustments. Progress in each grant-effort area will be reviewed and deliberated at the governance meetings.

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.

Target participation across the Coalition

This proposal bands together five (originally 7) rural districts in West Texas (Floydada, Crosbyton, Roosevelt, Slaton, Tahoka) and Texas Tech University to create and sustain a teacher-talent pipeline producing educators specifically for rural schools. The plan (below) outlines the goals and responsibilities of each district, and of Texas Tech University.

At the outset of SY2018-2019, each district will recruit, enroll and retain 10 high-potential students in the initial Ready, Set, Teach course (Instructional Practices) with a total of 70 students participating across the Coalition. Outreach from the AAT program at South Plains College, and the Tech Teach program at Texas Tech University will provide a clear pathway to teaching. Support from district teachers and current EPP candidates will provide encouragement for returning to their home district as a teacher.

District-level actions

The Instructional Practices and Practicum in Education & Training courses will be offered at each of the Coalition members' high schools. These courses are already being offered in 2 of the 5 Coalition Districts. For those with courses already in place, greater effort will be given to increase to at least 10 the number of students participating in the courses. Boosting enrollment will also be supported by starting (or revitalizing) local chapters of the Texas Association of Future Educators (TAFE). Once notified of award, teachers in the districts will be selected who will utilize the newly-developed course materials, and jump-start the professional student organization with the goal of participating in one regional and one state event during SY2018-2019.

For the three coalition districts where no Ready, Set, Teach courses are offered, superintendents will be guided by peers on how to identify teachers, how to arrange course schedules permitting participation especially by those students interested in overall academic standing, and how to recruit students for the courses. This item will be a central and recurring discussion item at the Coalition Governance Meetings, with progress notes provided by the designated RST instructor.

Funding set aside to support implementation of Education & Training courses will be used for specified costs, including (a) teacher & student memberships and event participation costs, (b) teacher and student travel costs associated with TAFE events and conferences, (c) consumable supplies to support coursework and TAFE participation, and (d) instructional materials and resources for instructional delivery of courses and TAFE participation.

University-level actions

A Texas Tech University faculty member who works with university-level student organizations will also attend with coalition district members the June 12-14 TEA Teacher Institute along with members from the Coalition. This will ensure continuity across LEA and university-based programs intended to support interest in the teaching profession. Site coordinators and teacher candidates currently enrolled in the EPP will participate regularly as panel experts and guest speakers in each district's Instructional Practices courses for the express purpose of recruiting current teacher candidates to the rural districts, as well as motivate current high school students to follow the rural educator pathway.

In addition, Texas Tech University will support the TAFE organizations in the coalition schools by hosting "preparation" events for the regional and state competitions. Preparation events will group current teacher candidates and site coordinators from the coalition districts, current teacher candidates at the campus-based EPP in Lubbock, and high school students from the district TAFE chapter to practice and refine competition demonstrations. These events will also serve as a recruiting opportunity for Texas Tech candidates to participate in the next cohort of rural educators, as well as highlight a clear pathway to certification for participating high school students.

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 times \$13,000

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 times \$3,000

Funding Request

Pathway 1

Pathway 2

Pathway 3

Education and training courses

Total grant funds requested

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. Materials and supplies	2,800
2. Travel - site visit mileage	7,771
3. Indirect Costs	25,900
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Total grant award requested

**Grow Your Own Grant
Pathway 3 Grow Your Own Program Attachment**

Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment

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

Program Participants = 18

Teacher Recruitment and Selection Process: Applicant must articulate how they plan to recruit and select high potential teacher candidates to participate in the program and receive the grant stipend.

- The plan must address their process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district.
- The plan must also address how the applicant has considered the following in their recruitment strategy: pursuit of certification in hard-to-staff areas and degree to which the diversity of the teacher population mirrors that of the student population
- The plan must also include a description of the Memorandum of Understanding (MOU) in which the teacher candidate commits to return to the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

Texas Tech University, in partnership with the Coalition Districts (see Table) and South Plains College, will recruit, select and retain 18 high-potential teacher candidates to participate in the program and receive the grant stipend.

<i>Coalition District Members</i>	<i>Population according to the 2016-2017 Texas Public School Directory</i>
1. Crosbyton (054-901)	387
2. Floydada (077-901)	789
3. Roosevelt (152-908)	1085
4. Slaton (152-903)	1264
5. Tahoka (153-903)	588
<i>Average</i>	<i>822.60</i>

The partners will use six strategies to achieve the SMART goal:

1. **Recruit from among existing TTU teacher candidates.** In early April 2018, current Texas Tech University teacher candidates who are in their final year, and who will begin teacher preparation in Fall 2018 will be contacted for participation in this (possible) program. Identification and selection of participants will include academic and professionalism criteria, as well as identification of candidates seeking "hard to staff" teaching fields (e.g., Bilingual Education). Top priority will be given to candidates with ties to local, rural communities surrounding the coalition districts, those who represent minority demographic groups, and then those expressing a commitment to be an educator in a rural district. Commitment to this endeavor will be formalized through the signing of an MOU between the candidate and a coalition district. The MOU will specify a guarantee for hiring by the district, and a commitment of teaching in the coalition district for no less than three years following graduation from the EPP.

2. **Recruit from among AAT completers at South Plains College.** Like the strategy for recruiting at Texas Tech University, graduates (May 2018) of the AAT program at South Plains College will be contacted for participation in this (possible) program. Identification and selection of participants will be as stated above.
3. **Recruit from qualified district employees with an Associate degree and who are “core complete.”** Through district channels, Coalition members will identify individuals affiliated or currently working in the district who qualify based on interest and credential (i.e., transcript with at least 60 SCH and core complete, and adequate GPA). For those already employed by the district, insurance coverage will be maintained for the preparation year in order to remove at least one barrier to entering the EPP. For those who are interested, but not yet qualified, representatives from South Plains College will develop a pathway for AAT completion and then entry into the program in the subsequent cohort.
4. **Texas Tech University participates in coalition districts’ TAFE organizations.** This strategy is intended to contribute to the sustainability of the program after the one (or two) year funding window. Texas Tech University will support the TAFE organizations in the coalition schools by hosting “preparation” events for the regional and state competitions. These events will also serve as a recruiting opportunity for Texas Tech candidates to participate in the next cohort of rural educators, as well as highlight a clear pathway to certification for participating high school students.
5. **Launch intensive TExES test preparation for all candidates.** Not all candidates with adequate GPA are prepared to pass the TExES. To help ensure that recruits will be successful in passing the certification exam, one selection criteria will be achieving a score of 70% on the practice content examination. Those scoring between 55 and 69% will be supported through TTU resources to develop a study and review plan.
6. **Support accepted candidates in applying for grant and loan-forgiveness opportunities.** Although the current proposal includes a stipend for candidates completing the practicum year in a rural district, student loan and tuition must still be paid. To further incentivize identified and selected candidates, Texas Tech University and Coalition districts will support candidates in applying for the TEACH grant, and other loan-forgiveness opportunities following graduation.

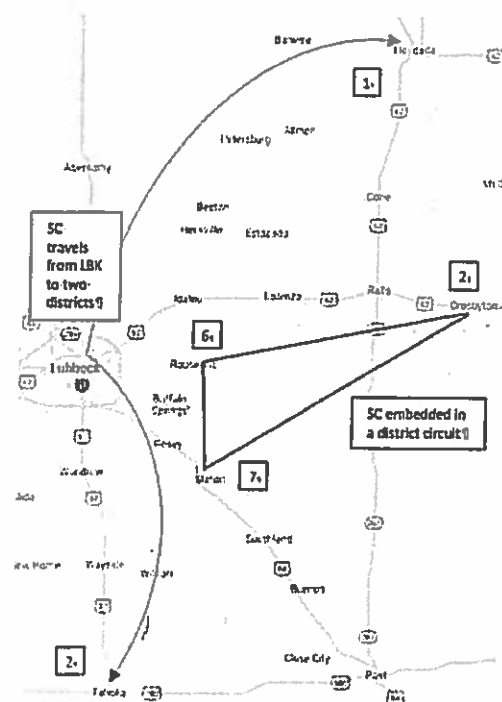
IHE/EPP and LEA Partnership: Applicant must describe the quality of the partnership between the IHE/EPP and LEA.

- The plan must include a description of the quality of the IHE/EPP program.
- The plan must also include a description of the IHE program structures, including: curriculum, supervision and feedback structures, and field supervisor to teacher candidate ratio.
- The plan must also include a description of the MOU between the IHE/EPP and LEA.

Statement of the Problem

Rural areas of the state are experiencing a decline in population that began in the early 1900s (Nickels & Day, 1997). This decline is due, in part, to citizens' access to resources, low per capita income, and a lack of diversification in the local economies. As individuals move away from rural Texas toward the urban areas, there is a corresponding outflow of income that reinforces pockets of poverty (Vias & Collins, 2003). Still, many families remain in rural communities. Approximately 20% of the 5.5 million Texas children attend school in rural districts, and most of these districts face staffing challenges that exceed even the hardest-to-staff urban school (Monk, 2007). Rural districts often have higher poverty levels, and larger numbers of students in special needs categories (SPED, migrant, LEP). Salaries differences between rural and urban districts also make it difficult to attract new teachers. Attrition rates in some smaller districts are near 40% for new teachers – a figure double that of larger districts. These conditions create equity and access issues for students and perpetuate the cycle of staffing shortages and diminished student achievement. Historically, universities have been unresponsive to this rural plight, leaving districts to rely on teachers who are prepared through alternative pathways, and who then are then disproportionately represented in state attrition statistics.

Texas Tech University has taken a different approach. *The (proposed) plan will improve the flow of high quality teachers to rural school districts.* By establishing a "grow-your-own" partnership among districts, local community colleges and Texas Tech University, we will create a pathway to teaching for candidates with ties to the rural communities. Further, the proposal prepared by Coalition members and Texas Tech University (TTU) will evaluate two GYO models for building and sustaining a rural educator pipeline. The *first* will involve embedding a TTU supervisor (site coordinator, SC) in a "circuit" of three districts (**Embedded SC**). This site coordinator will be a resident of one of the circuit districts but will function in a manner identical to site coordinators in the Tech Teach program. The *second* strategy will use additional compensation to send site coordinators from the Lubbock campus to the rural areas (**Traveling SC**). Both models will be examined in terms of their productivity and sustainability for the university and the partner district.



Quality of the Partnership

Strong, familiar, shared ... these are words capturing the quality of the partnership that exists between the Coalition Districts and Texas Tech University. During the past 8 years, two Coalition districts (Slaton, Roosevelt) have participated in funded grant programs (i.e., i3, SEED, SEED II) aimed at creating quality teacher preparation programs and preparing effective school administrators. Texas Tech has also been affiliated with the other coalition districts for the past 2 years strategizing ways to establish and sustain a teacher talent pipeline for rural communities. In 2017, a pilot program was launched in Crosbyton ISD that now serves as a “proof of concept” and model for the current proposal. We are committed, along with the leaders in rural district, to building a sustainable pipeline of teacher talent and ensure rural school children have access to high-quality teachers every year.

1. **Description of IHE/EPP Program Quality.** The mission of Tech Teach (the EPP of Texas Tech University) is to produce the measurably best teachers in the State. Our graduates are masters of engaging pedagogy, models of effective learning and contribute significantly to student learning. In 2016, Texas Tech was recognized by TEA as “an outstanding educator preparation program for aspiring Texas educators.” In the year prior, the National Council for the Accreditation of Teacher Education (NCATE) described Tech Teach as a national model. In 2017, the Teacher Preparation Inspectorate (a UK-based teacher evaluation organization) awarded Tech Teach with high marks for course, clinical, partnership and data-use practices. Texas Tech University is a lead provider in a Bill & Melinda Gates project called USPREP (University-School Partnership for the Reform of Educator Preparation), supporting 8 other universities in the mid and southern United States to radically reform clinical practices, focus preparation on demonstrated competencies, and focus on the development of teacher educators. Our program is clinically intensive, competency-based and focused on improving the achievement of the students in classrooms where our teacher candidates are working – and we have results from two district studies demonstrating impact on ELAR and Math scores during the year-long practicum. Before advancing to the practicum experience, teacher candidates must pass the core subjects TExES.

A recent large-scale study of teacher education programs revealed that the one feature most predictive of new teachers’ early success in classrooms is the degree to which preparation matches the work of real teaching (Anderson & Stillman, 2013). The design of the Tech Teach program requires that all graduates complete a year-long practicum experience in a partner district. In districts with GYO programs, we recruit candidates from the district, prepare them in the district, specifically for the district in order to ensure the candidates’ success. Tech Teach is embedded in the partner district through joint governance, data sharing, access to and selection of the district’s best mentor teachers (cooperating teachers). A formal MOU between institutions details explicit procedures for data sharing, use of video-capture for instructional improvement, and shared decision-making.

2. **Description of Program Structures.** There are several unique program features of Tech Teach. 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. To further support a skill focus, each course in the curriculum contains an Apply & Evaluate assignment (A&E). This assignment requires teacher candidates to master an instructional skill (e.g., Questioning, or Academic Feedback), demonstrate competency in a real classroom setting while using video-capture technology to facilitate self-reflection, peer feedback, and instructor evaluation of skill demonstration. In addition to content certification, candidates in most certification pathways will (starting in Fall 2018) acquire the knowledge and skill required for passing both the ESL and Special Education supplemental certification examinations (i.e., EC-6; 4-8; and selected 7-12 certifications).

Throughout the program, teacher candidates are supervised and provided feedback by site coordinators. The role of the site coordinator is the "linchpin" for the entire program. Far more than the traditional university supervisor, the site coordinator serves as an instructional coach for teacher candidates supporting their mastery of instructional skills and evaluating their progress. 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 for site coordinators to travel between Coalition Districts. Each teacher candidate receives two formal "performance assessments" each semester, and at least one "weekly" walk-through observation focused on refinement areas.

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. For performance assessments, the site coordinator consults with the teacher candidate in a pre-conference aimed at ensuring progress in refinement areas and use of student data to design and differentiate instruction. Then, the next day, teacher candidates are observed "in person" by the site coordinator, who gathers evidence from scripting the lesson, and then arranging evidence to derive a score on the TAP rubric. Teacher candidates video-capture their instruction also in order to self-script and arrange evidence associated with the TAP indicators. Then, within 48 hours of the instructional event, site coordinator and candidate meet for a post-conference where they compare evidence, identify a new area for refinement, and assign/justify scores on the TAP indicators.

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.

The use of the TAP rubric to describe effective teaching, embedding TAP-oriented skills within each course, and utilizing the rubric for coaching and communication about candidate instructional competency reflect structures and practices aimed at ensuring Tech Teach graduates are the measurably best teachers in the State.

3. **Memorandum of Understanding (MOU) between Coalition Districts and Texas Tech University.** It has been the practice of Texas Tech University since 2011 to formally establish a partnership with districts where our teacher candidates are prepared. This MOU will be the basis for establishing or re-establishing partnership for the (proposed) grant activity, including identification, selection and retention of candidates in the Coalition Districts.

The current MOU establishes roles for Texas Tech University and the partner district 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, a third section 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 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.

References

- Anderson, L. M., & Stillman, J. A. (2013). Student teaching's contribution to preservice teacher development: A review of research focused on the preparation of teachers for urban and high-needs contexts. *Review of Educational Research, 83* (1), 3-69.
- Monk, D. H. (2007). Recruiting and retaining high-quality teachers in rural areas. *The Future of Children, 17* (1) 155-174. DOI: 10.1353/foc.2007.0009 .
- Nickels, C. R., & Day, F. A., (1997). Depopulation of the rural great plains counties of Texas. *Great Plains Research: A Journal of Natural and Social Sciences*. Paper 334. Available online [<http://digitalcommons.unl.edu/greatplainsresearch/334>].
- Vias, A. C., & Collins, C. O. (2003). Differential population and income migration in the Great Plains, 1995-1998. *Great Plains Research: A Journal of Natural and Social Sciences*. Paper 659. Available online [<http://digitalcommons.unl.edu/greatplainsresearch/659>].

Shared Services Arrangement Attachment

Fiscal Agent	County-District Number
Texas Tech University	152
Member LEA	
Crosbyton ISD (n = 387)	054-901
Floydada ISD (n = 789)	077-901
Roosevelt ISD (n = 1085)	152-908
Slaton ISD (n = 1264)	152-903
Tahoka ISD (n = 588)	153-903

