



2021-2023 Grow Your Own Grant Program, Cycle 4
Competitive Grant Application: Due 11:59 p.m. CT, November 5, 2020

NOGA ID

Application stamp-in date and time

TEA will only accept application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. 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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter in 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.

4. 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
Need to identify and recruit quality students to enter into the Education Cluster to meet the needs of future faculty openings at Mineola ISD.	Develop a strategic marketing plan to recruit 8th and 9th graders into the Grow Your Own program. We need to hook them by allowing access to classrooms of master teachers. We would also help them to build out their four year plan and college programming that would be necessary to earn their certification.
Need to expose students to the teaching profession to build a pipeline of local teachers at all grade levels.	Through the Practicum in Education and Training course at Mineola High School, we would place students into classrooms at all grade levels so that they will be exposed to all aspects of the teaching profession. Students would experience classroom management, teaching models, and curriculum management through a year long practicum.
We need to identify current teachers within the district who would commit to mentoring our education students.	Develop an application process for interested teachers and once selected, these teachers would be trained to work with the Education and Training instructor to provide leadership and instruction in all areas of classroom teaching, including classroom management, lesson design, assessment, data driven instruction, etc.

5. 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.

Our SMART goal is to recruit, train and retain highly qualified staff in core content areas through an education cluster within our CTE program. We will recruit students, starting in the 8th grade with a strategic marketing plan, with a goal of 15 new students entering the program each year. Students will then take basic education courses in their 9th and 10th grade years and culminate with upper level courses and a practicum in their junior and senior years, with several options for dual credit in those areas. Our Education students would attain a minimum of 30 dual credits during high school and be able to pass the Educational Aide I certification by the time of graduation. MISD will reimburse 1/2 of the dual credit tuition upon successful completion and passing of each course. Our proposed timeline is 7 years from freshman to teacher certification. High quality graduates will be hired by the district upon completion of a degree and certification.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Pathway 1 - Recruit and identify prospective candidates for the grow Your Own Program and recruit and identify students for the Education pathway. Develop MOU with Tyler Junior College to offer dual credit courses such as EDUC 1301 and Human Growth and Development. Offer a four year path through the Education and Training pathway, including Principles of Education and Training, Human Growth and Development, Instructional Practices, Practicum. Measurable results include the total number of candidates in the education program and the number of sub-populations enrolled as compared to last year. We will also measure the number of candidates in the Grow Your Own program. Measurable results would also include student satisfaction as determined by satisfaction surveys and student interviews. Membership in TAFE and/or FCCLA will be encouraged for all students.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Pathway 1 - Student participation, grades, PEIMS data, discipline referrals, student satisfaction surveys and other data will be used to gauge year to date performance, satisfaction and enrollment in program. Data will be used to determine if adjustments need to be made in the program. If warranted, adjustments on a programmatic or site level basis will be determined and implemented. Students will have competed in at least one TAFE or FCCLA event. Student enrollment for following year in dual credit classes will be determined. Mineola ISD would expect to see an increase in students enrolling in the Education Pathway.

Third-Quarter Benchmark

Pathway 1 - MISD would measure third quarter progress through student grades, PEIMS reports, satisfaction surveys and pre-enrollment in the Education Pathway to determine the master schedule and faculty placement for the next school year. Student interviews, along with previous data will determine both the success of the program and adjustments that will need to be made for the following year. The school principal, CTE Director, staff and community stakeholders will review all relevant data and surveys to determine adjustments to the program. The number of students interested in the teaching profession will also be measured and tracked.

7. 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.

Program data collections will be done through PEIMS and will include the number of participants served, student grades and passing rates, attendance and discipline rates for those enrolled in the Education Cluster. Data will be analyzed by the CTE faculty, CTE Director, high school principal, CTE counselor, and community stakeholders. The project director will formulate and administer "Satisfaction Surveys" and share with CTE staff to provide data on programmatic activities each semester. If benchmarks do not show progress, adjustments will be made when warranted. These will be discussed during the regularly scheduled meetings, and problems will be addressed. If it is determined that progress is not being made during benchmarks, student surveys, interviews and site visits will determine if the district will need to make adjustments in schedules, curriculum, faculty assignments, teaching model or other areas as identified.

Qualitative data, including sit interviews with students and faculty, will be collected by project director and shared with CTE staff on a monthly basis as well as monthly site visits and feedback from partners and administrators. Recommendations will be made both on programmatic and site level basis.

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8. 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 each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program 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.
- 2. The applicant provides assurance that 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.

ALL PATHWAYS:

- 1. Participants and candidates must commit with a MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- 2. LEAs must commit to hiring/retaining candidates upon satisfactory completion of the program and/or job performance.
- 3. The applicant must submit quarterly reports on progress towards SMART goals and performance measures to TEA.
- 4. All grant-funded participants/candidates must be identified and submitted to TEA by May 14, 2021.
- 5. The applicant must file budget amendments within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.
- 6. The applicant must file budget amendments within 7 days of a request from TEA.
- 7. Applicants pre-selected for an award agree to amend number of candidates as requested by TEA on the basis of necessity and historical data as determined by TEA.

PATHWAY 1:

- 1. The applicant must assure that each high school campus within the participating LEA will implement at least the Instructional Practices and/or Practicum courses in the Education and Training course sequence in 2021-2022, and at least both stated courses in 2022-2023, with the teachers receiving the stipend as teachers of record for both or either courses.
- 2. Any participant 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 2022-2023 within the Education and Training course sequence.
- 3. All LEA high schools must establish and/or grow a chapter of a CTSO that supports the Education and Training career cluster (TAFE or FCCLA) and participate in at least one competitive event per year each grant year.
- 4. All LEA high schools must participate in an initial TEA-led Teacher Institute on or around June 28-30, 2021, with participants including Education and Training course teachers, campus principals, and college/career counselors. Principals and counselors will only be required to attend the first day. Attendance by grant managers, IHE/EPP partners, and student ambassadors is recommended and optional.

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8. Statutory/Program Assurances Cont'd

PATHWAY 1 (Cont'd):

- 5. Each participant receiving a grant stipend must pilot the Education and Training curriculum if they are currently using a high-quality Education and Training curriculum. Participants may be asked to participate in focus groups and surveys to give input on the Education and Training Curriculum.
- 6. Each participant receiving a grant stipend must submit two original master lessons within the Education and Training curriculum to TEA per year for review and potential publication, following TEA guidelines for submission.
- 7. All LEA high schools must submit their plan for marketing and student recruitment to TEA each year.

PATHWAY 2:

- 1. LEAs must allow reasonable paid release time and schedule flexibility to candidates for class attendance and completion of course requirements.
- 2. The applicant must have a signed letter of commitment or MOU from an Accredited, Accredited-Not Rated, or Accredited-Warning EPP that will partner with the LEA(s) to award teacher certifications to participants. The letter of commitment or MOU will be presented to TEA for approval after the preliminary selection of grant awardees and no later than May 14, 2021.
- 3. 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.
- 4. Pathway 2(b) candidates receiving funding to earn a bachelor's degree and teacher certification must do so within two (2) years and serve as a teacher of record in the LEA by the 2023-2024 school year.

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Program Requirements

1. Describe the sustainability plan for the Grow Your Own Program beyond the timeline of grant funding. The 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.

1. Recruitment: As with any program in CTE, the recruitment process is vital. Every year we target middle school students with a strategic marketing plan that involves one-on-one conversations with students and their parents. Our middle school also offers a career explorations course that provides 8th graders with a glimpse of potential careers they could enter after graduating from our programs. We are primed to offer first hand experience for our future educators because we are a school district and can offer a multitude of engaging classroom experiences for our education students. We will also sit with 8th graders and their parents one-on-one to develop their four year graduation plan and lay out options. In addition, we have several grade level meetings with parents and students outlining CTE programs of study, and we have a full-color brochure that contains important information about the Education pathway, career options, salary expectations and other relevant information. Additionally we have an 8th grade signing event to celebrate entry into the various CTE programs.

2. Keeping them in the program: Immediately upon entry to the education program as freshmen the students will start spending time in classrooms. The goal is to hook them and get them excited about the path they have chosen and encourage them to stay the course. We would have the students sign an agreement with the school district that would basically offer them a teaching job upon completion of their degree and certification as long as they complete the program of study. We will expose our education students to different campuses, grade levels and subjects in order to help them determine the best possible fit and to give them focus for the direction they want their educational career path to go.

3. Teacher participation: Starting next year, we will ask teachers across the district to volunteer to mentor high school students in the education program. We will then train the teacher mentors on the Grow Your Own program and how to offer our students opportunities to really take an active role in the classroom - from lesson planning, data driven instruction, personalized or blended learning, to proper assessments and small group instruction design. The students have to be involved in every aspect of the classroom. Mentor teachers will sign an agreement and complete required documentation and evaluation documentation.

4. We are constantly working with our high ed partner, Tyler Junior College, to offer more and more relevant dual credit options. Because we are a small district, most of our dual credit courses are online and that includes our education courses. But our district supports the dual credit program by reimbursing 1/2 of all tuition to students who successfully complete and pass their courses.

5. Our commitment to CTE and the Education Program - Our district CTE guidelines only allow students to change CTE pathways one time - after their freshman year, so we strongly encourage our students to do their research and choose a pathway that they are really committed to. With that said, it is our responsibility to provide students with experiences that will motivate them to follow through and enter the profession. That is how we will continue to recruit and support students in the education pathway.

6. Our district is committed to the Education and Training program as well as the Grow Your Own program. So much so that they will continue to stand behind our promise to offer jobs to Mineola graduates who complete the program and go on to earn their certifications in core areas. The district is also committed to helping to arrange aide through scholarships and partnerships to help finance tuition for those students who commit to work in our district.

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Program Requirements (Cont.)

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 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 (if applicable). The plan must also include strategies to recruit diverse individuals representative of the LEA student population.

As we are a small rural school district and our Education and Training program is only two years old, we only have one teacher who teaches all courses within the program. We are not currently recruiting teachers to teach in the Education and Training pathway. We are currently offering the following courses:

- Principles of Education and Training
- Human Growth and Development
- Instructional Practices
- Practicum in Education and Training

In addition, we will recruit current teachers in the district to participate in the Practicum course by agreeing to mentor and help train education students in classroom assignment areas that interest them. Interested teachers would apply for the opportunity to work with the students and then would be personally interviewed by the Education and Training teacher, as well as the campus principal, CTE counselor and CTE Director. Once selected, these teachers would go through some yet to be developed training on how the program works and how to properly mentor and train our future teachers.

Program Requirements (Cont.)

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.

Our Education and Training teacher has been involved in the Grow Your Own program in the past and has participated in all of the trainings that were offered. She is a highly qualified teacher with fifteen years of experience in the classroom. She was selected based upon her ability to motivate students and her passion for the field of education. She is anxious to continue learning and growing through the Grow Your Own grant program. To recruit teachers in the future, prospective applicants will receive an application that will identify:

1. Willingness to sign an agreement with Mineola ISD to remain as a teacher for 5 years.
2. Willingness to complete degree in established time frame of grant
3. Can demonstrate a proven track record of measurable student achievement.
4. Have strong evidence of meaningful involvement in student activities.
5. Evidence of strong evaluation ratings.
6. Recommended by colleagues/supervisors.
7. Demonstrated evidence of working well with colleagues and administration.
8. Demonstrated evidence of strong interpersonal skills.
9. Willingness to support the Education cluster by teaching dual credit classes in Instructional practices/and or a Practicum in Education and Training.

Mineola ISD will consider teacher experience, willingness to work with instructional practice of the ISD, whether or not prospective applicants have successfully served as a mentor to new teachers and how well they mirror the diversity of the student population. District and campus administrators will interview interested candidates to select one per campus, who is most qualified and is a champion for the education field.

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.

Our Education and Training teacher is the sponsor of both the campus FCCLA and TAFE organizations. Her students have been extremely successful in competing in events in both organizations and have held state office positions. Our district will continue to support her in her growth in her instructional role by encouraging her to attend professional development and partnering with our local community college. We will also support her by budgeting for travel expenses and professional development. Our Education and Training teacher would be assisted in the development of teacher/trainer applications and training materials. We also provide annual evaluations and conferences with her through TTESS.

Program Requirements (Cont'd)

5. Describe the MOU in which the participants/candidates commit to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend and the LEA commits to hiring/retaining candidates with satisfactory program completion/job performance.

Mineola ISD will create an MOU with the Education and Training teacher that upon completion of the Program and training, se will remain within the district for 5 years with the understanding that she will be required to teach all four Education and Training courses, including the Instructional Practices and Practicum in Education and Training. She will also hep to facilitate and serve as the campus liason between our district and Tyler Junior College for any online dual credit courses currently available for our 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 Pathway 1, or Pathways 1 and 2 concurrently. Refer to the 2021-2023 Grow Your Own Grant Program, Cycle 4 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	<input type="text" value="1"/>	x \$5,500=	<input type="text" value="\$5,500"/>
Number of Pathway 1(b) teachers with M.Ed. who are teaching Education and Training courses for dual credit	<input type="text"/>	x \$11,000=	<input type="text"/>
Number of high schools <u>with</u> existing Education and Training courses in 2020-2021	<input type="text" value="1"/>	x \$8,000=	<input type="text" value="\$8,000"/>
Number of high schools <u>without</u> existing Education and Training courses in 2020-2021	<input type="text"/>	x \$10,000=	<input type="text"/>
Number of high schools offering <u>dual credit</u> Education and Training courses in 2021-2023	<input type="text"/>	x \$10,000=	<input type="text"/>
Total Request for Pathway 1			<input type="text" value="\$13,500"/>

PATHWAY TWO

Check this box if you are applying for Pathways 1 and 2

Number of Pathway 2(a) candidates pursuing a teacher certification only	<input type="text"/>	x \$8,000=	<input type="text"/>
Number of Pathway 2(b) candidates pursuing both a bachelor's degree and a teacher certification	<input type="text"/>	x \$19,000=	<input type="text"/>
Total Request for Pathways 1 and 2			<input type="text" value="\$13,500"/>

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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

1.	Education and Training teacher stipend year 1	\$2,500
2.	Education and Training teacher stipend year 2	\$2,500
3.		
4.		
5.		

Professional and Contracted Services

6.	Teacher travel to Teacher's Institute	\$1,000
7.	Student travel to CTSO events	\$2,000
8.		
9.		
10.		

Supplies and Materials

11.	Education and Training classroom supplies and materials	\$5,000
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
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2021-2023 Grow Your Own Grant Program, Cycle 4 Pathways 1 and 2 Program Attachment

Pathway 1: Support for Education and Training Program Implementation

Implementation and Growth of the Education and Training Courses: Applicant must articulate the plan for the implementation, marketing, and growth of the Education and Training courses at each high school in the LEA, offering the Principles in Education and Training, Instructional Practices, and Practicum in Education and Training courses. The plan **must** address the following:

- A description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc., that ensured the quality and diversity of the future teaching pool
- Marketing and recruitment strategies to increase student interest, enrollment, and persistence each year
- Strategies and oversight to ensure fidelity of implementation of required courses curriculum
- Career development, counseling, and support opportunities for students and the establishment and/or growth of TAFE or FCCLA
- A description of the recruitment and selection of highly-qualified, field-site classroom teachers (who mentor/host the students as they complete field experiences) with measurable evidence of student achievement
- A description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses

1. Because of the small size of our district, our marketing for the program is widespread. We currently have about 29% Hispanic, 8% African American and 56% White students. We are particularly interested in getting our Hispanic and African American students into the Education program because they are underrepresented in our area.
2. Mineola ISD is a small rural school district with an average of 100-115 students per grade level and we offer several CTE pathways so we will never have a huge number of students in the Education and Training program. Our plan is to aggressively market the Education pathway immediately after Christmas break each year. We first start with our counselors going to the middle school to meet with 8th graders through their science classes. Later that same week, we invite the students to come over to the high school to tour the CTE programs. Next, we have a student parent meeting to review CTE options and market each pathway. Counselors then meet with 8th graders and their parent individually to answer questions, develop a four year plan, and select courses and a CTE pathway for high school. Finally, we have a huge signing party where students announce their pathway and sign.
3. Our Education and Training teacher has been involved in the Grow Your Own program over the past years and is very detail oriented. She has been to all of the trainings and has complied with all requests for documentation. We continue to require lesson plans to document use of the curriculum and regularly meet with her to discuss student progress and concerns. Our courses follow the Program of Study for the Training pathway in Education and Training. The current course sequence is: Principles of Education and Training, Human Growth and Development, Instructional Practices, and Practicum in Education and Training.
4. Once again, because of the small size of our district, we have the ability to closely monitor and counsel every single student one-on-one throughout their high school years. We have two counselors, and one of them is specifically designated as the CTE counselor. She meets with students in every CTE program multiple times throughout each school year. She also works with the Education and Training teacher to schedule work-based study and internships on our other campuses for our students. We also require all Education and Training students to be a member of either TAFE or FCCLA. Our teacher is a long-time sponsor of both organizations and regularly takes students to conferences and competitions. We have time set aside each school day for students to work with their organization sponsors on event training. We also open these organizations to all high school students during an organization fair that we hold at the beginning of each school year.

5. The recruitment of field site teachers to mentor our Education students is an area of need. Our plan for this year is to create an application and introduction that we hand out during in-service at the beginning of the school year. Interested teachers would have to complete the application and sit for an interview. We would create a rubric for the interview that may contain criteria such as years of service, evaluations, commitment, specialty, etc. Once selected, we would have a required training for these teachers before any students would be placed with them. And finally, we would try to place students with teachers in different grade levels and areas to help them determine which area they feel most comfortable. Teachers would also be required to submit regular evaluations of the students to the Education and Training teacher.

6. The best thing we can do as leaders is to encourage our teachers to build up the profession in the eyes of their students. As educators, we have to sell the profession as a noble and worthwhile career path. It is sometimes easy for teachers to become disillusioned and negative, but administrators have to create a positive culture where students can see teaching as a potential career choice for them. We also need to show them how fun teaching can be by encouraging our teachers to get outside the box and be innovative and engaging in their teaching style. Students need to see that teaching can be fun and exciting and extremely rewarding. That is the message we really need to be reinforcing with our teachers.