Grow Your Own

WEBINAR 2: PROGRESS MONITORING

Cycle 1 Grant Program Support

DECEMBER 2018

Grow Your Own Cycle 1 Implementation Resources

Application and Support Information

Errata #1
Errata #2
FAQ (Updated 2-26-2018)
General and Fiscal Guidelines
Supplement to the General and Fiscal Guidelines: Competitive Grants
Provisions and Assurances
Lobbying Certification
Debarment and Suspension
Program Guidelines
Application
Pathway 1 Attachment
Pathway 2 Attachment
Pathway 3 Attachment
Shared Services Arrangement Attachment
Reviewer Information Form
Notice of Intent to Apply
Additional Resource: Grow Your Own Teacher Initiatives Resources
Additional Resource: Motivations for Choosing Teaching
Applicants' Conference – TASA Midwinter 1.30.2018
Applicants' Webinar

Home / Texas Educators / Educator Initiatives and Performance

Grow Your Own

The Texas Education Agency supports Grow Your Own programs throughout the state as part of the TEA Strategic Plan 2017–2021 (PDF 2,215 KB), set forth by Commissioner Mike Morath. The programs aim to elevate the teaching profession in Texas by developing high-quality Education and Training courses at the high school level and by creating teacher pipelines to increase the pool and diversity of Texas' future classroom leaders.

Resources

The Grow Your Own Grant Program competitively awards state funds to applicants designing solutions that address several challenges Texas currently faces in terms of recruiting and retaining teacher candidates to the field.
2019-2021 Grow Your Own Grant Program, Cycle 2 informational flyer

The Texas CTE Resource Center provides research-based and field-based curriculum and toolkits for the implementation of strong Education and Training courses and coherent course sequences.
Education and Training Career Cluster
Education and Training Toolkit (forthcoming)

Technical assistance and communities of practice are available for campuses designing, founding, and expanding strong, sustainable Grow Your Own programs.
Webinar 1.1: Foundations of a strong Education and Training Program

Additional resources are available to learn more about student organizations, program effectiveness, and program needs.
TEA Time podcast: Grow Your Own Program Overview
TEA Time podcast: A Conversation About Leander ISD's "Grow Your Own" Program
Texas Association of Future Educators (TAFE)
Family, Career, and Community Leaders of America (FCCLA)
RuralSchools Task Force

Educator Initiatives

#IAmTXEd
Beginning Teacher Induction and Mentoring (BTIM)
Federal Teacher Loan Forgiveness Program
Grow Your Own
Milken Family Foundation National Educator Awards
Principal Certification Re-Design
Rural Schools Task Force
Student Loan Forgiveness for Teachers
Teacher Certification Redesign
Teacher of the Year Award
Texas Lesson Study
Texas Educator Equity

Contact Information

Grow Your Own

GROW YOUR OWN
YOUR FUTURE TEACHERS ARE IN YOUR HIGH SCHOOL SEATS

Phone: (512) 463-9404
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PROGRAM GUIDELINES:
2018–2019
GROW YOUR OWN
GRANT PROGRAM

APPLICATION DUE DATE
5:00 p.m. Central Time, March 13, 2018
PROGRAM AUTHORITY
General Appropriations Act, Article III, Rider 41, 85th Texas Legislature

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

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http://tea4avoswald.tea.state.tx.us/grantopportunities/forms/grantprogramsearch.aspx

https://tea.texas.gov/Texas_Educators/Educator_Initiatives_and_Performance/Grow_Your_Own/

GYOgrant@tea.texas.gov

What Does a Successful Grow Your Own Program Look Like?
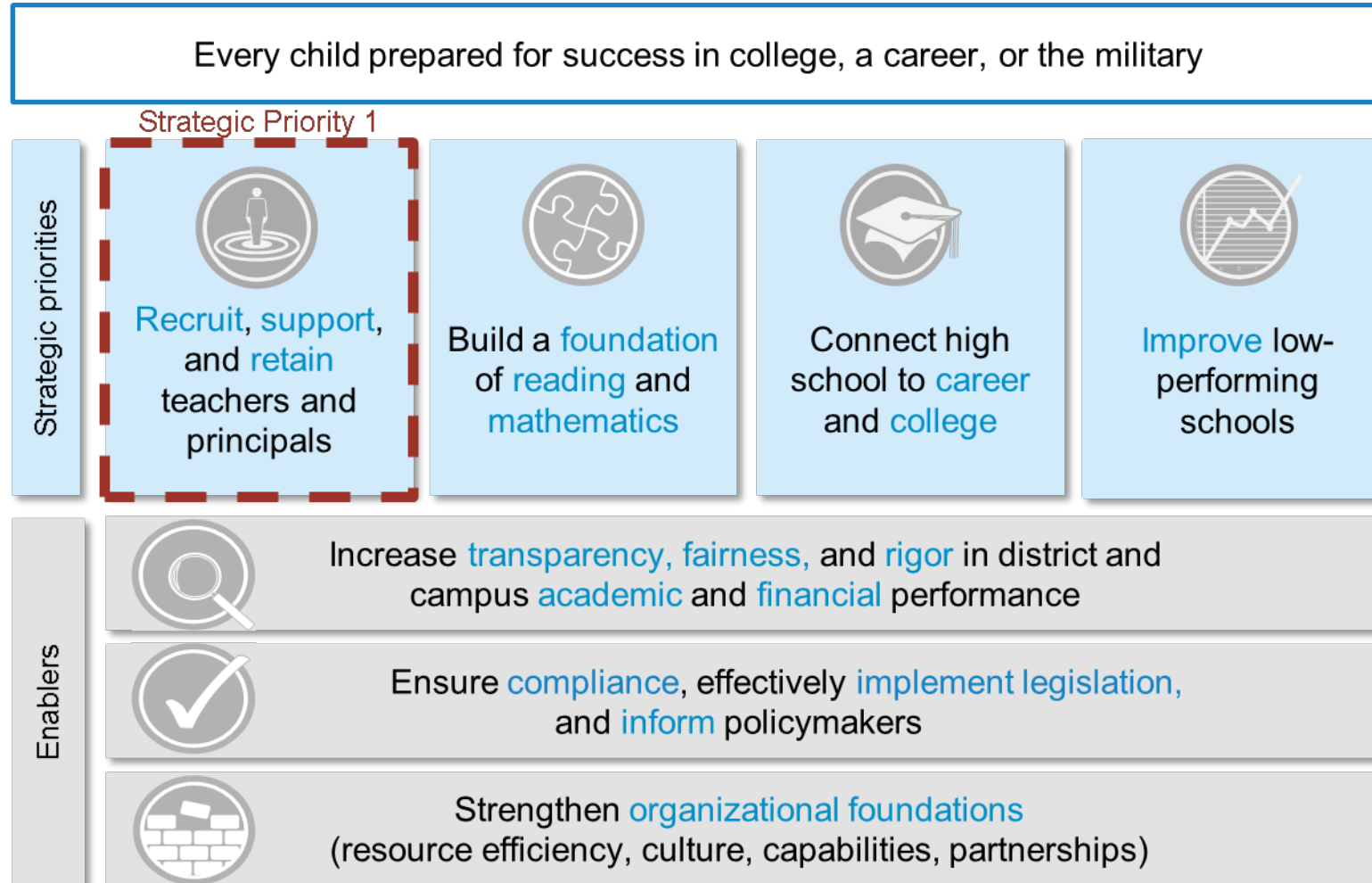
Progress Monitoring: How, Why, and Who?

Best Practices: How Can Progress Monitoring Work for Us?

Resources and Upcoming Technical Assistance

What Does a Successful Grow Your Own Program Look Like?

The TEA Strategic Priority Framework

Every child prepared for success in college, a career, or the military

Strategic priorities

Strategic Priority 1

Recruit, support, and retain teachers and principals

Build a foundation of reading and mathematics

Connect high school to career and college

Improve low-performing schools

Enablers

Increase transparency, fairness, and rigor in district and campus academic and financial performance

Ensure compliance, effectively implement legislation, and inform policymakers

Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

2018–2019 Grow Your Own Grant Program, Cycle 1 Teacher Pipeline

TEA — Texas Education Agency®

Pathways 1, 2, and 3: Education and Training
- High-quality courses and Career and Technical Student Organizations
- Dual Credit (pathway 1)

High School Students

Pathway 3
- High-quality clinical teaching residencies
- Place-based training

Educator Prep Program Candidates

Paraprofessionals

Pathway 2
- Bachelor's degree completion
- Teaching certifications

Current Teachers

Pathway 1
- Master's degree completion
- Professional development/support to implement Education and Training programs

Outcomes of a Successful Grow Your Own Program

Challenges	Goals
A declining perception of the teaching profession, demonstrated by the stated lack of desire of students graduating high school to pursue the profession	**Elevate the perception** of the teaching profession
Changes in the demographics of the student population in Texas which outpace that of the teacher population	**Increase the quality and diversity** of the teaching workforce throughout Texas
Teacher shortages in traditionally hard-to-staff areas, particularly in rural regions throughout the state	**Increase the number** of high-quality and diverse teaching candidates in traditionally hard-to-staff areas and rural regions

Students

Teachers design **high-quality Education and Training programs** (including lessons, partnerships with field coordinators, etc.)

Teachers and other school staff **recruit** students (including **diverse and high-performing students**) for all courses

Students develop **a strong understanding of the education field** and their own potential career trajectory
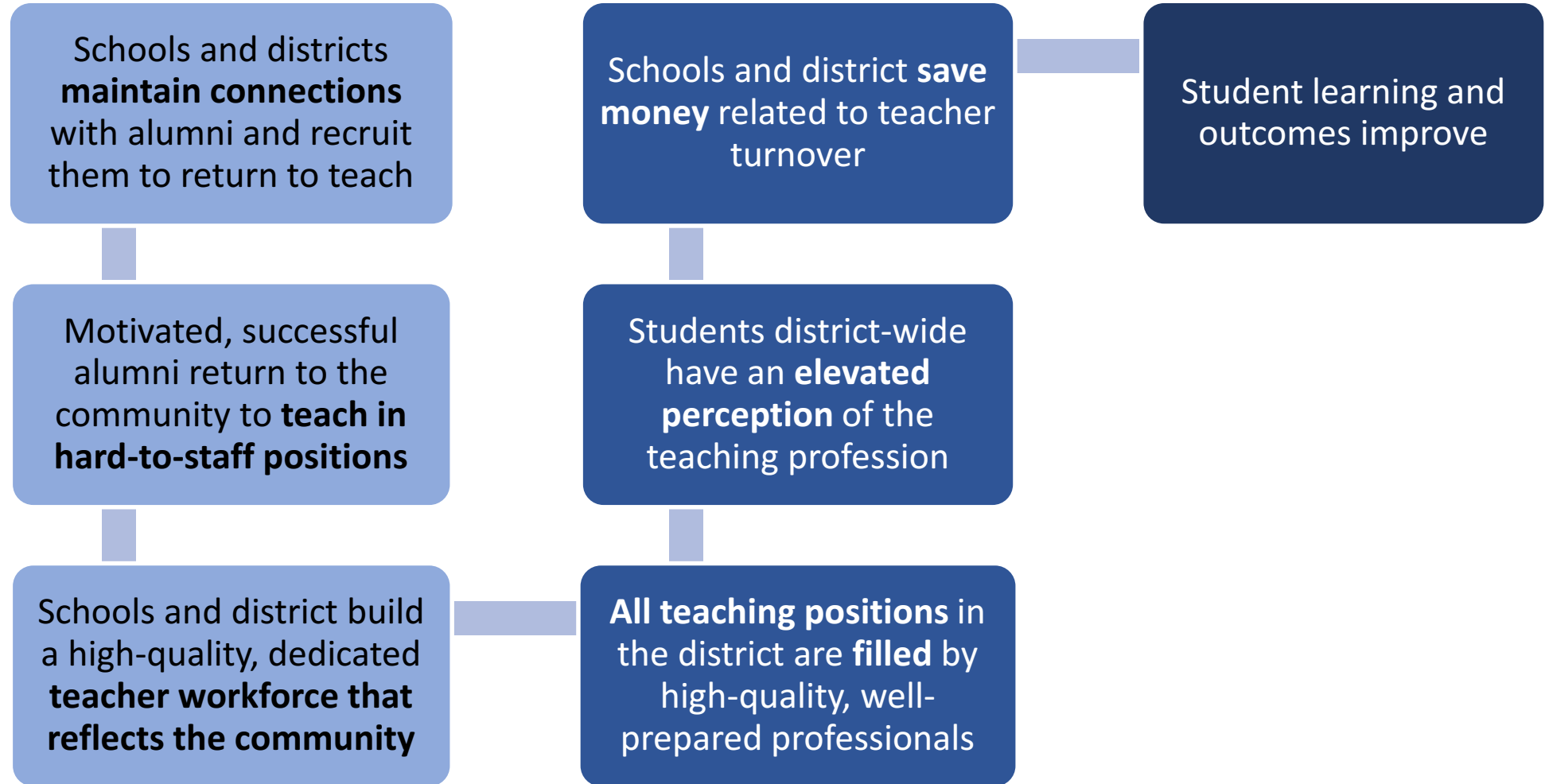
Students successfully complete **teacher certification** programs

Students have an **elevated perception of the teaching profession**

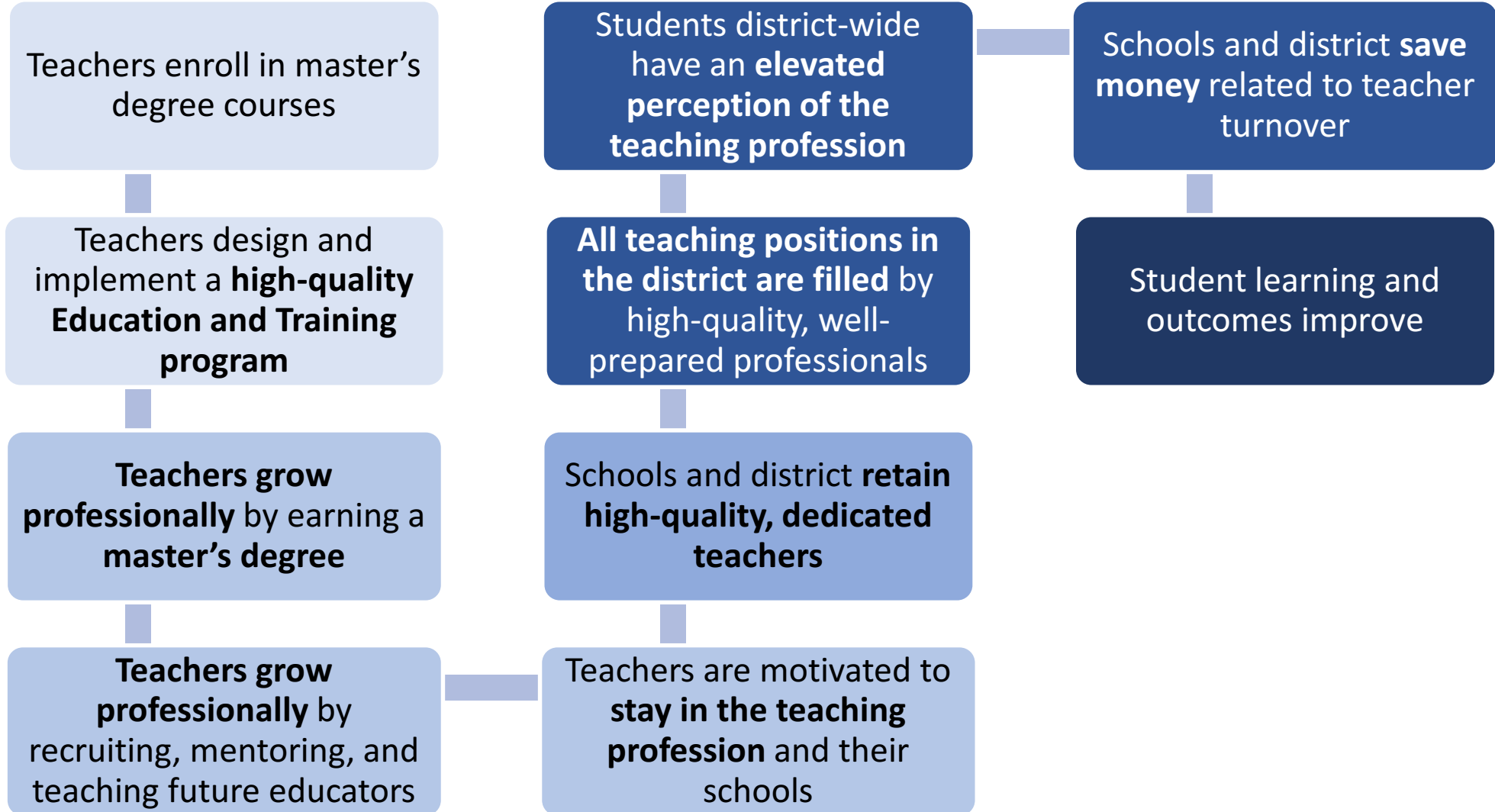Students **earn dual credit** in education coursework and are better prepared for college coursework

Outcomes of a Successful Grow Your Own Program Education and Training Courses
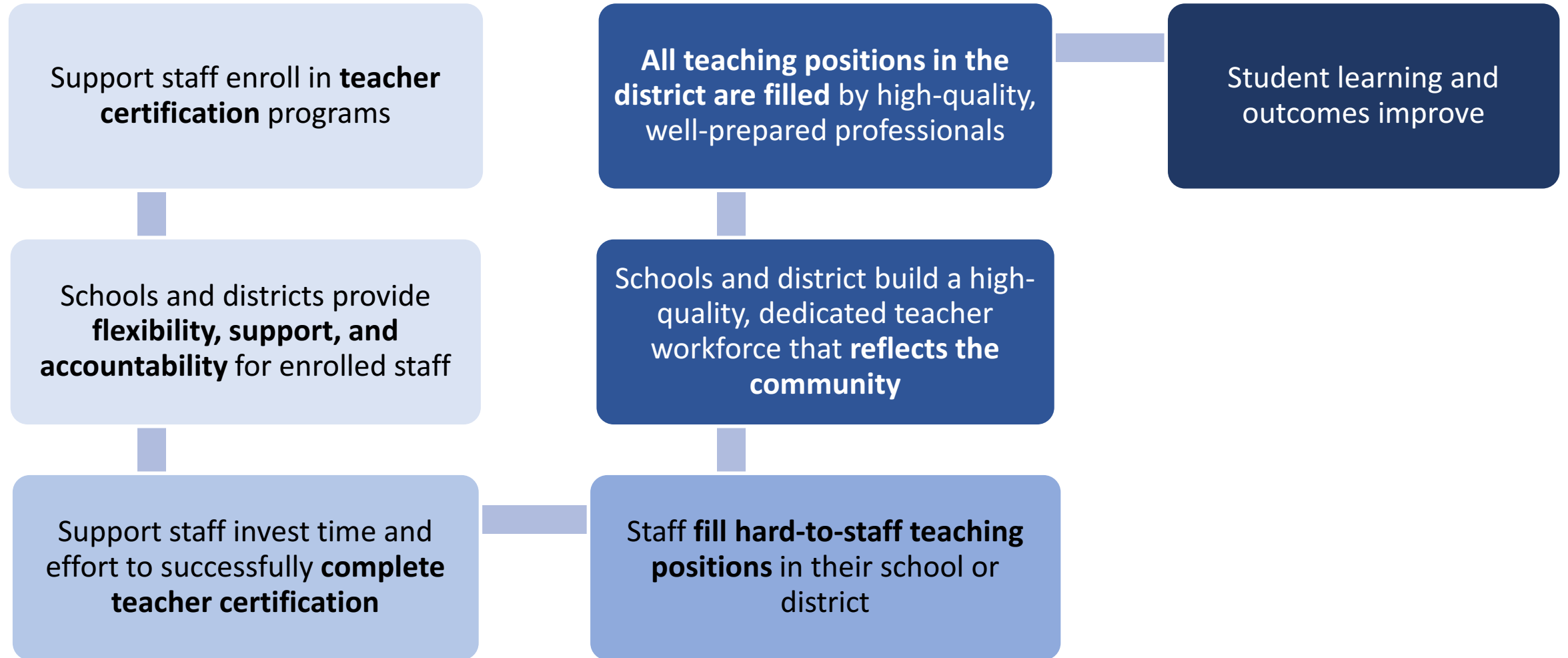
Students

Schools and districts **maintain connections** with alumni and recruit them to return to teach

Motivated, successful alumni return to the community to **teach in hard-to-staff positions**

Schools and district build a high-quality, dedicated **teacher workforce that reflects the community**

Schools and district **save money** related to teacher turnover

Students district-wide have an **elevated perception** of the teaching profession

All teaching positions in the district are **filled** by high-quality, well-prepared professionals

Student learning and outcomes improve

Outcomes of a Successful Grow Your Own Program Pathway 1

Teachers

Teachers enroll in master's degree courses

Teachers design and implement a **high-quality Education and Training program**

Teachers grow professionally by earning a **master's degree**

Teachers grow professionally by recruiting, mentoring, and teaching future educators

Students district-wide have an **elevated perception of the teaching profession**

All teaching positions in the district are filled by high-quality, well-prepared professionals

Schools and district **retain high-quality, dedicated teachers**

Teachers are motivated to **stay in the teaching profession** and their schools

Schools and district **save money** related to teacher turnover

Student learning and outcomes improve

Outcomes of a Successful Grow Your Own Program Pathway Three Grantees

Educator Preparation Programs recruit well-qualified, **diverse teacher candidates** for year-long clinical teaching assignments in hard-to-staff areas and regions

Districts build high-quality, dedicated teacher **workforce that reflects the community**

All teaching positions in the district are filled by high-quality, well-prepared professionals

Educator Preparation Programs **support and prepare** teacher candidates for success

Alumni remain teaching in **hard-to-staff positions or regions**

Schools and **districts save money** related to teacher turnover

Teacher candidates provide **high-quality instruction and support** to students in rural regions

Teacher candidates successfully **complete teacher certification** programs

Student learning and outcomes improve

Progress Monitoring: Why, How, and Who?

TEA
Texas Education Agency®

Why is TEA collecting progress monitoring data?

To ensure grantees are on-track for success

To support grantees in taking steps to course correct if needed

Why should grantees gather their own progress monitoring data?

To identify which strategies and approaches are working

To troubleshoot and course correct early in implementation

To customize and refine goals over time

To share successful practices across schools and districts

Data Collection Form

Data Requested	Prior Collection	Current Collection	Next Collection
Pathway Overview	None	January 14, 2019	May 2019
Candidate Information	August 1, 2018	January 14, 2019	May 2019
High School Campus Profile	None	January 14, 2019	May 2019
Education and Training Course Information	November 9, 2018	January 14, 2019	May 2019
Factors Influencing Teaching (FIT) Choice Survey	November 9, 2018	None	May 2019

Progress Monitoring: Data Collection Form

Tab 1

Pathway 1

Grantee Name	District Name	Campus Name	Campus ID	Number of Pathway 1 candidates confirmed on 8/1/18	Number of Pathway 1 candidates currently pursuing M.Ed.	Number of Pathway 1 candidates at-risk for M.Ed. completion	Plan to support at-risk candidates	Number of Pathway 1 candidates currently teaching Education and Training courses	Number of participants at 2018 Summer Institute (including counselor and principal)
Sample (ESC4)	Houston ISD	Roosevelt HS	123456789	3	2	1	provide PD release time to complete coursework	2	4
Sample (ESC4)	Humble ISD	Humble HS	987654321	1	1	0	n/a	1	3

Progress Monitoring: Data Collection Form

Tab 2

Pathway 2

Grantee Name	District Name	Campus Name	Campus ID	Number of Pathway 2 candidates confirmed on 8/1/18	Number of Pathway 2 candidates currently pursuing certification only	Number of Pathway 2 candidates currently pursuing Bachelor's + certification	Number of Pathway 2 candidates at-risk for Bachelor's and/or certification completion	Plan to support at-risk candidates
Sample (ESC4)	Houston ISD	Roosevelt HS	123456789	3	1	3	0	n/a
Sample (ESC4)	Houston ISD	Brook ES	123765921	4	4	0	1	arrange on-site observation, required by cert program
Sample (ESC4)	Humble ISD	Bram MS	578320421	1	0	1	1	assign mentor teacher on the same campus in the same cert area

Progress Monitoring: Data Collection Form

Tab 3

Pathway 3

Grantee Name	Placement District Name	Placement Campus Name	Placement Campus ID	Number of Pathway 3 candidates confirmed on 8/1/18	Number of Pathway 3 candidates currently serving as a clinical teacher	Number of Pathway 3 candidates at-risk for Bachelor's clinical year completion	Plan to support at-risk candidates
Sample (Texas State)	Blank ISD	Blank ES	382947563	7	6	2	coordinate schedules to allow shared transportation
Sample (Texas State)	Example ISD	Example HS	123456195	4	4	0	n/a

Supporting At-Risk Candidates

Who is at-risk?

- Candidates not on-track to complete their degree or certification within grant timelines
- Candidates not making progress towards highly-effective teaching
- Candidates not committed to returning to the LEA to teach

What are risk factors?

- Frequent tardy or missed courses
- Challenges completing rigorous coursework
- Barriers such as transportation or childcare
- Scheduling challenges
- Ill fit with mentor teacher and/or placement campus

What are effective supports?

- Compensated release time
- Flexible schedule
- Job-embedded training
- Transportation
- Enrollment and graduation process support
- Professional development
- Interpersonal support
- Test prep/tutoring

What are intended outcomes?

- Candidates on-track to complete their degree or certification within the grant timeline
- Candidates on-track to become highly effective teachers
- Candidates committed to teaching in the LEA

⊞ Tab 4

Candidate Information (enter data as of December 17, 2018; updated from original August 1, 2018 submission)
- Revise for any changes
- Remove candidates that are no longer participating

Pathways 1 & 2: Candidate Information

Candidate Last Name	Candidate First Name	Candidate Date of Birth	Employee Unique ID Number	other ID number	Type of GYO Candidate
Sample A	Sample A	1/1/1980	1234567890	234567890	Education and Training course
Sample B	Sample B	2/2/1975	7654321098	456789012	Pathway 2 (Bachelor's and ce

Pathway 3: Clinical Teaching Candidates

Candidate Last Name	Candidate First Name	Placement Campus Name	Placement Campus ID	Placement District Name	Placement District ID	Placem
Sample A	Sample A	Reagan EL	057905197	Dallas ISD	057905	Grade

Progress Monitoring: Data Collection Form

Tab 5

High School Campus Profiles

Grantee Name	District Name	Campus Name	Campus ID	9th grade total enrollment	10th grade total enrollment	11th grade total enrollment	12th grade total enrollment
Sample	Example ISD	Example HS	345678172	78	75	70	65

Tab 6

Course Enrollment (enter data as of December 17, 2018; updated from original November 9, 2018 submission)

Grantee Name	District Name	Campus Name	Campus ID	Local Course/Class Name	State Service ID (Class Number)	Fall 2018 Student Enrollment as of 12/14/2018	Instructor Name	Instructor email	Dual Credit? (y/n)

Tab 7

Student Details (enter data as of December 17, 2018; updated from original November 9, 2018 submission)

Local Course/Class Name	State Service ID (Class Number)	Student Last Name	Student First Name	TX Student Unique ID	Other ID Number (optional)	Student Race/Ethnicity	Student Gender	Student Rank/Percentile	Student grade

X Tab 8

Additional Progress Monitoring

Grant awardees may enter additional progress monitoring being conducted that

- aligns to the **needs assessment** and **strategies** to address needs;

- tracks progress towards the **SMART** (specific, measurable, achievable, relevant, and timely) **goal(s)** and **benchmarks** consistent with the purpose of the grant;

- uses **project evaluation data** to determine when and how to **modify the program** to meet SMART goals; and

- incorporates **internal data** collected by grant managers, candidates, and other staff.

Grant Managers and Colleagues:

1. Revisit and revise SMART goals as needed based on feedback from TEA, SMART goal criteria, and program implementation to date.

2. Identify formal and informal data to collect across program implementation based on SMART goals, needs assessments, and program design.

3. Collect and/or confirm data and evidence to date with colleagues.

4. **Complete and submit Progress Monitoring by January 14, 2019.**

5. Continue to collaboratively gather internal data for ongoing progress monitoring and future TEA data collections, and to inform program implementation over time.

- Meeting notes

- Short internal surveys (e.g., online form)

- Informal interviews
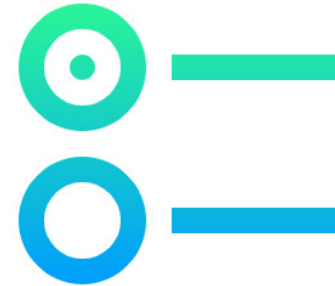
Progress Monitoring Example: Malia ISD

Malia High School
- The only high school in Malia ISD
- Total student enrollment of 352
- 40 percent Hispanic
- 40 percent White
- 15 percent African American
- 5 percent other race/ethnicity

Education and Training Program
- In place for 5 years
- **75 percent White students**
- **No students from the top 10 percent** (high-achieving)
- 8 students per year in Principles of Education and Training
- 6 students per year in Human Growth and Development Instructional Practices
- 4 students per year in Practicum in Education and Training
- All students participate in Texas Association of Future Educators

Strategy

Malia High School has a **recruitment plan** to increase the ***number, quality, and diversity*** of students who complete the Education and Training course sequence.

Need

- **Surveys** of middle school and ninth-grade **teachers** to identify students who would be good candidates for teaching careers, with a focus on diverse students

- **Surveys** of middle school and ninth-grade **students** to identify potential first-generation college students

- Development of **key messages** (e.g., job experience, connection to community and family, career stability)

- Targeted **outreach** to identified **students and families,** leveraging students currently enrolled in Education and Training courses

- Targeted **outreach** to **high-performing students** (top 20 percent of class)

Malia ISD has set **SMART goals** around **increasing the *number*** of students who complete the Education and Training course sequence at Malia HS:

- **By 2020, at least 10 students enrolled in the Principles of Education and Training course**

- **By 2021, at least 8 students enrolled in both the Human Growth and Development course and the Instructional Practices course**

- **By 2022, at least 6 students enrolled in the Practicum in Education and Training course**

Malia ISD has set **SMART goals** around **increasing the *quality and diversity*** of students who complete the Education and Training course sequence:

- **By 2021, at least 40 percent of students enrolled in education and training courses identify as Hispanic, African American, or other race/ethnicity**

- **By 2022, at least 1 student from the top 10 percent of their class enrolled in the Principles of Education and Training course**

Progress Monitoring Example: Malia ISD

Malia ISD will **report to TEA**:

- Total student enrollment in each grade at Malia HS [X] Tab 5

- Total enrollment in each Education and Training course offered [X] Tab 6

- Information on students enrolled in Education and Training courses (race, gender, class rank, grade level) [X] Tab 7

- Information on the instructors teaching each Education and Training course [X] Tab 4

Malia ISD has set a **SMART goal** around how the Education and Training program *improves perceptions of teaching*:

- **By 2020, at least 85 percent of students enrolled in Education and Training courses will indicate a serious interest in teaching as a future job or career.**

Malia ISD will **report to TEA**:

- The percentage of students indicating serious interest in teaching as a future job or career on end-of-course surveys.

Tab 8

Texas Education Agency
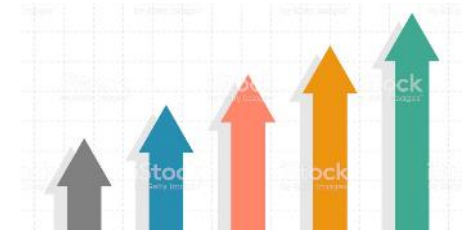
Malia ISD plans to **internally monitor**:

- How recruitment and outreach plans are implemented in practice

- How many students are identified by teachers as strong candidates for Education and Training courses

- How many potential first-generation college students are identified as strong candidates

- How many students or families respond to targeted outreach

- How current students in Education and Training courses rate their experiences and the value of the courses

- How students in Education and Training courses plan to use dual-credit earned (once available)

- How past students in Education and Training courses use dual-credit earned (once available)

- How many student alumni enroll in Educator Preparation programs after graduation **Tab 8**

- How many student alumni return to Malia ISD to fill teaching positions after becoming certified **Tab 8**

Progress Monitoring Example: Malia ISD

Malia ISD will **report to TEA**:

- Updates to Pathway 1 candidate information (if applicable) 📊 Tab 4

- The total number of Pathway 1 candidates, the number of candidates on track to complete their M.Ed. by 2020, and the number of candidates not on track 📊 Tab 1

- Plans to support Pathway 1 candidates not on track to complete their M.Ed. by 2020 📊 Tab 1

- The total number of Pathway 1 candidates currently teaching Education and Training courses in Fall 2018, as required by the grant 📊 Tab 1
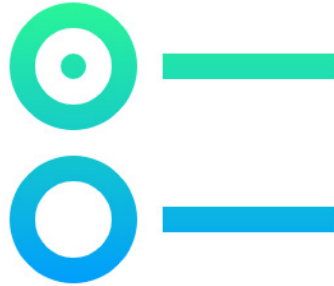
Progress Monitoring Example: Malia ISD

Malia ISD plans to **internally monitor**:

- What current and future support Pathway 1 candidates (Education and Training teachers) need to stay on track for their master's degree

- Steps taken to have dual credit in place by Fall 2020 📊 **Tab 8**

- What range of colleges and universities accept dual-credit earned through Education and Training courses

- How counselors, elementary and middle school leaders, and other staff view Education and Training courses and how they communicate about them with parents and students

- Online form

- Internal interviews

Bright Stars University and Mellon Independent School District will collaborate to gather information internally on:

- The reasons that candidates sought out year-long clinical assignments (e.g., funding, schedules, dedication to teaching, desire for more applied learning, etc.)

- The Texas Essential Knowledge and Skills (TEKS) that students have mastered (AND not yet mastered)

- The supports that candidates request or need to be successful

- The candidates' short- and long-term career aspirations or plans

Best Practices: How Can Progress Monitoring Work for Us?

- Be transparent and up-front about what data will be collected, why, and how

- Be transparent and up-front about how data will be shared

- How do families perceive teaching as a career?

- What are other common career options for students?

- Do candidates attend the same or different colleges or universities?

- Are there unique geographic or other challenges?

- Are there unexplored factors around candidate or program success?

- How have these factors influenced progress to date?
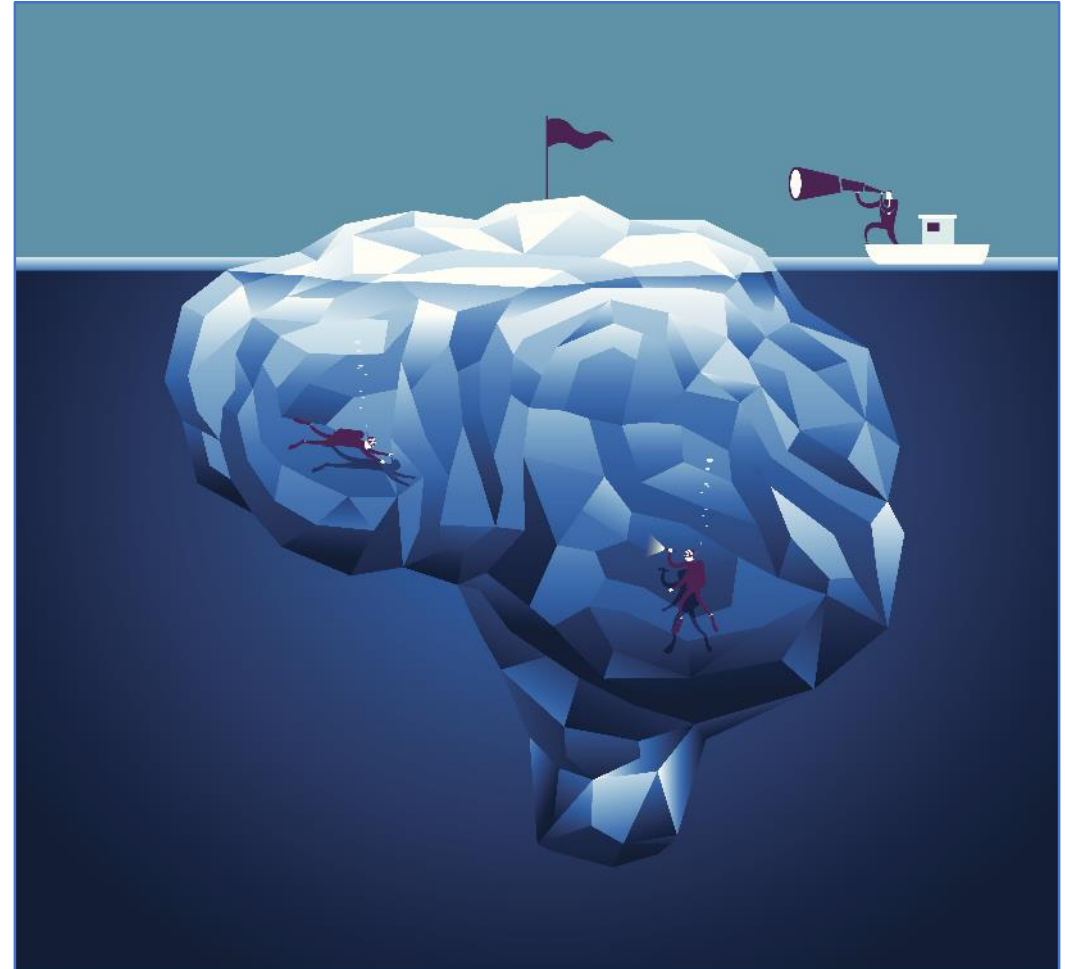
- Are there new or revised strategies or approaches that may help improve outcomes?

- Are there new protocols or systems that may help with implementation fidelity?

- Are there interim goals that need to be addressed before long-term outcomes?

Resources and Upcoming Technical Assistance

Check out:

- Texas GYO Website:
  https://tea.texas.gov/Texas_Educators/Educator_Initiatives_and_Performance/Grow_Your_Own/
- Texas CTE Resource Center: https://www.txcte.org/
- Texas FCCLA: https://www.texasfccla.org/
- TAFE: https://www.tafeonline.org

Coming soon:

- Next quarterly webinar for Grow Your Own grantees: *March 2019*
- "By popular demand" webinars on high-interest topics
- Grow Your Own share site
- Interactive Community of Practice site

Get in touch

- GYOgrant@tea.texas.gov