Please stand by for real time captions.

Welcome to Partnerships for Grow Your Own Success, the third webinar for the year 2018-19. This presentation has been designed for cycle one grant support, including additional guidance applicable to all grantees who are responsible now or in the future for building a partnership between an educator preparation program and a local education agency or district. Cycle 2 grant awardees will find it useful in the planning stages of their program implementation. The purpose of this webinar is to aid you in understanding and nurturing effective partnerships, including real-life examples from the field, and can support each of the three pathways of the Texas Grow Your Own grant. They are the foundation, and the webinar will provide tools and step-by-step guides to create new partnerships for all pathways.

We are Liz Nelson and Dan Brown from the Texas Comprehensive Center at American Institutes for Research. The experience that we are drawing upon comes from our time here at American Institutes for Research, supporting the Texas education agency on the Grow Your Own work, Dan from his time leading Educators Rising, and Liz from her time at residence programs for professionals. We know from the grant experience what it is like to build a partnership, we have also sourced best practices from successful Grow Your Own programs right here in Texas, from experienced partnerships at TEA, and the peer-reviewed literature.

We will cover why partnerships between K-12 agencies such as school districts and educator programs, including institutions of higher education, matter. We will then give an overview of the types of partnerships that exist within the Grow Your Own grant framework, and dive into three types of partnerships, one from each pathway, this will include the overview of the requirements, best practices and a step-by-step guide. This should leave viewers with clear next steps, whether you’re just beginning to build a partnership, or looking to strengthen an existing one.

As stated, this webinar will provide insights, tools and step-by-step guides to both improve current partnerships and create new partnerships for all pathways in the Texas Grow Your Own Grant. As a reminder, TEA's purpose in launching and administering it is to A, facilitate increased injury does increase the quality and diversity of the teaching were fourth desk workforce, particularly in small and rural districts throughout Texas, and elevate the perception of the teaching profession through the development and facilitation of high quality education and training courses at the high school level, through TEA, it is important to ground the conversation and how to achieve it, by saying that it is challenging, there are number of barriers to overcome when teachers choose teaching, guiding them on a coherent, will support a journey to success, as licensed classroom teachers in Texas. Joining efforts with partners is a must to create quality programs, attractive incentives and sustainable models that promote equity, a strong partnership moves the needle towards all planned long-term and short-term outcomes of a Grow Your Own program.

Let's review the goals and outcomes of grant pathways, for pathway one, expand offerings of high school education and training courses statewide, including the ability to offer these classes for dual credit.

For pathway two, it is to support professionals, instructional aids and long-term substitutes to increase their syndications to teach full-time the district, and pathway three, place and support diverse student teachers and meaningful clinical teaching internships for a full year, especially in rural schools. What makes a strong partnership for this grant is not so different from what makes a strong partnership and other facets of your life. Friendship, marriage, business, etc. In the workplace, strong partnerships can be relationships you have with vendors, colleagues that you work with regularly, other divisions, etc., these partnerships for the grant will be more formal, but the backbone is the same. Let’s talk through them.

In any situation, you will want to have clarity and division of responsibilities, it is not equitable when one party takes on a disproportionate amount of responsibilities or effort, while it may not be appropriate for every facet to be split down the middle, clarity of each party's role is essential, in the case of Grow Your Own Grant, they are essential, and examples will be given in this webinar.

Additionally, you will want to ensure that the length of the partnership is clearly defined, including when you will revisit plans to continue, and or modify the partnership. In long-term partnerships such as a marriage or friendship, most would agree that success doesn't just happen, you work at it, and need plans to sustain the partnership, clear timelines with milestones is important.

When it comes to financial responsibilities, thinking about who does what, and what is required for that payment, or the cost, it is important across any type of partnership.

Most partnerships are formalized in some way, the Grow Your Own Grant requires that partnerships between institutions be formal, a signed MO you -- MOU is the baseline, and finally, regular channels of communication should be established and maintained among the appropriate participants and decision-makers on all sides of the partnership. There should be leaders established on each side of the partnership, who will keep the work in partnership moving forward. As far as establishing maintaining norms, those expectations will vary from partnership to partnership, but they should be set, communicated and revisited when necessary. For instance, is email the preferred medication between meetings or a phone call? Do changes need to be put in place via writing, or would they be okay with verbal until the next meeting you have in person? As with any partnership, the respect and trust are the backbone. They need to be established, and it needs to be clear that both parties benefit from the partnership so that there is a buy-in, and quote, skin in the game. That establishes the foundation, throughout the relationship, trust can continue to strengthen. There are two pieces of research that have specifically investigated the Grow Your Own programs, and elements that lead to success in partnerships, fortunes this piece from Berger and Moore, a common understanding, flexibility, and an active and engaged college liaison.

The research further underscores the information, identification of key people, designing, implanting and monitoring the program, and even an advisory board. How you put these exact pieces into place may look a bit different from partnership to partnership, as we all know, local contexts do matter, but the themes of what undergird the strong partnership are common from situation to situation.

We will soon guide in specific partnerships to fit each of the three unique pathways of the Grow Your Own Grant. First, let’s look at common themes within the Grow Your Own context. Since Grow Your Own endeavors to create pathways to engage prospective teacher candidates, lead them through formal preparation programs, and then into the classroom a certified teacher, the cornerstone partnerships are between school districts, which are the employees of teachers -- employers of teachers, where they are enrolled, and educator preparation programs, which may be housed in institutions of higher education. It is important when conceptualizing a partnership, that each groups self-interest is understood and addressed, this is a two-way street, many teacher prep programs are currently struggling to recruit candidates, it is in their interest to partner with a local school district, that will cultivate a candidate pool that is likely to matriculate then the general population. They will put skin in the game, so to speak, offering credit, scholarships or a streamlined admissions process to broaden their candidate pipeline. These meaningful incentives make programs attractive to prospective participants when they are in high school.

At the same time, districts have a self-interest in growing their own future teachers, as many are struggling with teacher turnover, and they benefit by investing in homegrown teacher candidates that are likely to be effective and likely to stay. As districts launch the Grow Your Own programs, they scout for who can gain in partnerships with them, this especially includes teacher prep programs, but not limited to them. There are other types of partnerships that can benefit Grow Your Own programs besides the district higher Ed program, such as those between an institution and a future teacher within that institution, but those central relationships between districts in higher education institutions or education programs are crucial for the Grow Your Own pipeline, they will be the ones we will be zeroing in on for this webinar.

Let's look at pathway one at the left of the screen, districts should partner with a career and technical school organization, this pathway would be the organizations of TAFE OR FCCLA , commonly known by their acronyms, a vast network of programming and networks beyond their district boundaries, additionally, they enter into a relationship with the education and training course teacher, regarding their committing -- commitment to the district, and pathway number 2, not only is there a relationship between the district and the educator preparation program, or EPP, that will prepare them for teaching rules, but they also enter into agreements. After becoming certified to teach.

For pathway of the right, number 3, not only do they partner with the district or districts, but the district and candidate also enter into agreements about their time and commitment, and the EPP and candidate enter into an agreement, and this webinar we will cover three partnerships with institutions in depth, but we do want to note for you that there are multiple places in each pathway were additional relationships can strengthen the impact of the work you are undertaking in the Grow Your Own program. Sometimes they are between two institutions, that is what we will focus on in the session, and sometimes between institutions and individuals. We want to remind you that you can apply the larger lessons of strong partnerships to other partnerships besides the ones we will discuss today. In pathway one, the goal is to cultivate a larger and more diverse pool of high-performing students, skilled up and fired up to pursue teaching. Will credit opportunities for students enrolled in education and training courses is an essential function for driving towards the school. So, our pipelines from high schools into enrollment in educator reparation programs within colleges and universities. With this in mind, let's explore what those partnerships between districts in institutions of higher education can look like. IHEs.

The education training courses for dual credit have changed for the cycle of Grow Your Own grant, it is important to know that they have all been required to articulate their plan and approach for how they’re going to apply -- how they have a flight -- they have applied. A partnership with an IHE, institution of higher education, or the development of one, in order to offer the education and training courses for dual credit. This would mean a memorandum of understanding, a MOU, letter of intent or commitment. Please note, as you see it visually, a verbal or handshake agreement is not enough. Please take a moment to read through these requirements in the grant guidelines. Let's take a moment to discuss the education and training course sequence, the practices or the practicum in year one of the Grow Your Own program, and then both in year 2 of implementation. These are the 2 courses that can be offered for dual credit, and as part of the beginning of the associate of arts degree in teaching, also known as an AAT, I will pause for a moment so that you can scan the information. To support the establishment and ongoing implantation of the education and course sequence, Perkins funding and -- is to support the education of the education program.

The common misunderstanding is that instructional practices and the practicum courses are high school courses that also count as college credit. To clarify, essentially, these courses are EDUC 1301, and 2301, it is typically offered in 11th grade, math, to EDUC 1301, practicum training, and 12th grade, maps to EDUC 2301. There is a common misunderstanding, as we said, that the high school course, and practices, is getting the dual credit, in actuality, it is a college credit course, being taught in high school. To repeat, it is a college course being taught at high school. The high school is allowing the high school student to count a college course for high school credit. Therefore, when the student goes on to college, or higher education, these courses will count as college credit, because they are a college course. They are college credits. The link at the bottom of this slide will begin to give you more information about dual credit. Here are some further information of how this aligns, these are the two courses that can be offered for dual credit, and thinking back to 2 slides ago, they align with the 11th and 12th grade in the sequence, they are also the part of the beginning of the associate of arts in teaching, or the AAT, that Dan mentioned. We want to underscore that research shows that students who perceive their classes as an authentic college experience in which they can, quote, try on, the college student role, and feel themselves capable of doing college work, are more successful. Besides some of the requirements that we just talk -- talked through, we would like to share some recommendations for the partnership between high schools and institutions of higher Ed in pathway 1, if at all possible, offer courses for dual credit. This is a requirement for some grantees and not others, but offering dual credit as a layer of impact, in the community, more high-performing students can be interested in the courses and professions and give you additional support while teaching. Grow Your Own programs need to be attractive to prospective participants and earning college credits while in high school has clear financial benefit and prestige to participants.

If possible, work with a higher Ed partner that you know, or that the district already has he established relationship with, Grow Your Own teacher programs might be relatively new in your community, but a collaboration between the district and a nearby institution of higher education, collaborating is likely not new. It is a quicker road for savaging a do arrangement for education and training courses, if there are already dual credit arrangements for other subjects, or related partnerships between the district and higher education. Reach out to the districts -- district's technical and education director to learn about what kind of district and higher Ed is already in place, formal and informal. Institutions of higher Ed with pre-existing relationships with the district can get off to a running start on Grow Your Own work, they already know the ins and outs of the school district, and there is likely someone in the district already overseeing the partnership, you are going to be able to build on some of the trust and intangibles of the relationship, and likely add to some of the MOU that are already in place.

Additionally, consider some of the different ways you can collaborate, in addition to the formalized MOU, covering dual credit, scholarship, admissions, there are also programmatic and personal elements of the partnership that you can consider with the IHE, the programmatic piece, consider how to bring high school students and teachers unto the IHE campus, to connect with faculty, or vice versa, these are pop -- powerful opportunities for the education and training courses.

On a personal level of the partnership, be mindful about establishing which individuals are the point of contract -- contact at the Institute of higher education and be proactive that they are communicating regularly and effectively.

Finally, don't take on the partnership alone on either end, it is good to have a trusting relationship, they are the foundation, but the structures in place will be the backbone as well as through transitions. Establish a group on each end of committed educators in the district, education and training course teachers, grant manager, high school principal, other ministers, counselors, of course, -- other administers, they will help you maintain the partnership, and remember when you are thinking about how to fund the work longer-term, utilize your Perkins or Perkins reserve fund. This is a step-by-step guide, visualized as a timeline, of how to establish a partnership, there are actions that need to be taken by the district or the school, and actions by the EPP, the educator preparation programs, these are slides in the best practices that are noted, take a moment to pause this and read the content of the step-by-step guide, when you have read all of the material on the slide, which played to continue. So, push pause in order to read. Welcome back, there's a lot to take in, there is a reason, this is a process, it takes some time for to come together, additionally, this timeline reflects the results of lessons learned, if you already have a partnership in place, there are some takeaways for you in terms of how to strengthen the partnership, it is never too late to further strengthen a foundation or build upon it.

There are a few key moments in this timeline we want to call out, first is offering dual credit, you have already submitted a MOU, it will likely need to be reviewed, revised and agreed upon by both parties. Second, it's designed to be utilized every school year prior to which a new dual credit partnership is being put into place. And then, the school year 1 two -- to school year 2, plus the actions, should be taken every year to ensure a strong ongoing long-term partnership.

Let's look at one model, Moody, a rural community, with one elementary, one middle and one high school, there are around 700 students enrolled in the district, and 63% are rated as economically disadvantages, according to tran41 -- TEA data. The associate degree, and the community college, known as MCC, an existing arrangement with MCC, and they transfer to the 4-year-old just for your program, at Charleston University, a clearly articulated pipeline for students from high school to a degree and teaching certification, that involves 2 higher education partners, not just the dual credit partner, this is exemplary. The Grow Your Own plan for IHE three students, is to obtain as many of the introductory credits through trend 25 in the eight existing paths to education as is possible while they are in high school.

Enrolled in the Master of education in curricula should -- curriculum through Charlton University, housed in the University Center at McLendon community college. Once the high school teacher leading the training courses earns their own master’s degree, they will be qualified to teach the introductory education 1301 course. Required of college freshmen in the interdisciplinary student education certification degree, through the Charlton program. It is important to note that the district is partnering with local, rather than online, institutions, and that the teacher and students are associated with the same institutions.

It is also important to note that Moody IHE, awarded funding to support the teacher to obtain a Master’s in education, and additional funding to grow the education and training program on high school campuses. Conversely and cycle 2, pathway 1 districts have been awarded funding to protect -- provide a stipend, to the teachers, some of them will already have a Master’s in education. And begin teaching dual credit immediately, high schools are still funded to grow education and training programs in cycle 2.

Now to talk about pathway 2, and pathway 2, professionals and aides, and long-term substitute teachers are pursuing coursework and certification to become certified teachers. Cycle 1 guidelines did not mandate specific kinds of district and EPP partnerships, providing flexibility in how they are shaping these pipelines to bring homegrown community members into local classrooms as teachers. Cycle 2 guidelines did require them to describe plans with the EPP for para professional education. As we mentioned, pathway 2 focuses on the recruitment of professionals -- paraprofessionals, instructional aides and teachers employed by the district at the time and they want to be in the same LEA, a bachelor’s degree, and or the successful completion of a teacher certification program from a high-quality educator preparation program. Remember, these candidates should be set up for successes, and therefore should already have at least 2 years of coursework or 60 credit hours completed towards the degree of not more. Districts should have a MOU with an educator program, highly committed, that the candidates and districts take a cohort approach, similarly to the pathway 1 partnership, verbal or handshake agreement is not enough. As is not recommended in cycle 2, a plan to establish a partnership with a high quality certification program that includes job training, and flexibility of training schedule, a cohort approach, and consistent support that encourages persistent sustainability, and a plan with a MOU between EPP and LEA, our best practices, they are all things that will lead to further success for the candidates who are enrolled in the education -- educator preparation program.

Another recommendation is not to leave support of the enrolled candidates up to one person in the district, nor to assume that the EPP, or educator prep program, won't let the educator fall through the cracks. Districts should be investing in their investment.

Another recommendation is to ensure that the district is making this feasible for candidates, who are also taking on this responsibility alongside a ton of other responsibilities. If you best ways you can do this are to ensure that the schedule and support is provided for candidates, and it works for them.

Finally, don’t expect one person can do it all. Take a moment to read through these best practices and recommendations, gathered over the course of the last year, and through literature reviews, to ensure that you are approaching your pathway to partnership with a strong mindset, whether you are just initially setting it up, or looking to strengthen a partnership that is already in place.

This is a step-by-step timeline for mapping out a pathway 2 partnership between the district and the educator preparation program over the life of a Grow Your Own grant, take a moment to pause the recording, and read the content of the entire step-by-step guide on the screen, when you have read the entire slide, push play to continue listening, we will pause. now.

Welcome back, in the planning phase, start as early as possible, starting as early as possible, districts should aim to find a high-caliber higher education partner with a

Record of success in developing strong teachers. -- A track record of success. The qualities you look for in the EPP you like to certify your paraprofessionals, academic rigor, relevance, and the cohort model of support. Verify also that the timeline for preparation and suffocation are not at odds with district hiring dates or grant requirements. -- Preparation is not at odds. Licensed teachers hired by the district, back mapping the process for making that happen is important. For your candidates who have already completed a bachelor’s degree and have a stipend just to complete their certification, they should be hired by the district in summer 2, as noted in item number 7, and be teaching full-time in school year 2, as noted in 9B on the slide.

For candidates who require time to complete a bachelor’s degree and become certified to teach, they should be hired in the district by summer 3, as noted in item number 10, on the slide, and be teaching full-time in the school year degree, as noted in number 11. On the far right-hand side. It is recommended to talk with higher Ed partners about the district processes and timelines for hiring, even if this feels like internal business, it is important to make sure that the EPP is knowledgeable and on board with your logistical needs to ensure a smooth handoff from one institution to another.

In one effective pathway 2 partnership, Grand Prairie Independent school district is enrolling 10 candidates in a Texas based teacher program called TechTeach, it benefits from not building it from scratch, but rather joining a pre-existing model. They are also certified by the same institution, rather than allowing them to fend for themselves, so to speak, and find their own education -- educator preparation program, perhaps without the understanding of the EPP structures, there are also shared governance structures, such as the staff are involved in mentoring and advising the candidates. A competency-based program, in which participants learned that the path rubric to correctly define instructional behaviors, and concrete ways for them to improve. A clinically-based program, each participant in Grand Prairie ISD, works daily in a classroom alongside a mentor teacher, committed to the professional growth of the teacher candidate. It involves working together to plan, carryout, evaluate, address instruction in whole group and small group settings. Now the pathway 3 grant, that focuses on developing well-qualified teacher candidates through a year-long teaching assignment, in preservice, note that in cycle 2, applicants also have the option of developing candidates through an intensive preservice experience with a clinical component, for education preparation programs, this fosters deep partnerships with districts, teacher candidates can develop the skills, knowledge and mindsets critical for success in each unique school district.

It is really important that pathway 3 partnerships put in front and work to ensure that the partnership will be strong for the beginning. This includes a needs assessment that is prepared in consultation with partner districts, and addresses teacher vacancies, the demographics of the student and teacher populations, the extent to which clinical teaching or preservice training is cost prohibitive to candidates, and other local needs. Also, a plan for partnership between the educator reparation program and the district or districts. It should involve and articulate shared governance, including field supervision, site coordination, data sharing, and on boarding and training for supervisors, advisors and mentor teachers. For the year-long clinical teaching model, the plan should include awarded funds used for the costs of a field supervisor, who is tasked with supporting the candidates in the year-long clinical teaching assignments. The plan should also include an MOU or signed a letter of commitment between the EPP and the district partners, with which the teacher candidates will be placed, and remember, a verbal or handshake agreement is not enough.

Some additional requirements, for the pathway 3 partnerships are the outline of the frequency and quality of the supervision and support that the educator preparation program will provide to the teacher candidate. It must demonstrate that the educator preparation program has a history of success, uses research-based instruction, a rubric to guide the coursework and support, supervises field candidates frequently, guaranteeing the ratio of field supervisor or advisor, to teacher candidates at no more than 1:20. The needs to be a demonstrable evidence that the field supervisors or advisor will conduct the observation and feedback cycles at least six times per semester for clinical candidates, or 4 times total for intensive preservice candidates, at least 2 of which will include the observation of a full lesson. Those are the requirements, and now moving forward to recommendations, of what will make this a strong partnership moving forward, will be things like the solid relationship between the educator prep program and the LEA, both of those organizations should identify the key people involved, establish structures to maintain the relationship, on top of the MOU, and create buy-in on both sides. The maintenance of a feedback loop, by scheduling touch points, monthly calls possibly, between the program leaders, can be helpful.

Also, the ability to formalize stakeholder engagement beyond the usual suspects can be incredibly helpful, recruiting for example and convening an advisory board of educators, district and EPP staff, and other stakeholders, for program maintenance and improvement, for instance, 2 meetings per year would be sufficient.

Ensuring that there is a common vision between the 2 organizations will be really important, both the EPP and the LEA need clear goals, and benchmarks with qualitative and quantitative metrics in the partnership, these goals will determine all of the subsequent questions, program design, and actions leading to the desired outcome. Some of that will be uncovered in the required needs assessment, but some of that will need to be on an ongoing basis to make sure that the needs are still aligned.

Ensuring strong management is a recommendation, ensuring the EPP and LEA partnership needs, will need clear and frequent medication that is both formal and informal, the MOU ensures that everybody's on the same page, formally outlining it, but needing to make sure that there is site coordination, data sharing, on boarding, training, for supervisors, advisors and mentor teachers are just a few things that need to be formally outlined in the MOU that may not be initially required.

Finally, thinking through continuous improvement, the EPP and LEA partnership requires assistance for documenting progress for goals, and processes for engaging in continuous improvement, to inform the sustainability and the scalability of the partnership. By planning early together, what you will measure and how you will measure it, will help both institutions work towards continuous improvement. Now let's look at the benefits for education preparation programs. We spoke earlier in the webinar about the important that's the importance of understanding self-interest on all sides in clinical practice, teacher candidates need high quality experiences, classroom ready when they enter the profession. Teacher residents need highly effective mentors who have been trained to give rich feedback and hold candidates accountable for their clinical practice. Grow Your Own pathway 3 offers opportunities for practice that are authentic, extended and coherent. Which will ultimately impact their efficacy.

In terms of diverse teacher experiences, teacher residency models, such as Grow Your Own pathway 3, lead to a diverse workforce, it gives EPP's the chance to partner with diverse districts with which they might not other -- otherwise have the opportunity to typically partner with. Therefore, teacher candidates have more chances to work with diverse populations, to effectively serve.

For teacher recruitment, one of the benefits of an educator prep program to a district partnership, is recruiting staff in high needs subject areas, mathematics, special education and bilingual education. Candidates for dissipating in the Grow Your Own pathway 3, showing desired commitment to teaching the community. Grow Your Own pathway 3, gives candidates the opportunity develops -- to develop skills. In the setting they intend to teach in and building relationships with new communities. For teacher retention, studies of residency models, and Grow Your Own teacher preparation models show high teacher retention rates even after five years, this holds true for rural and staff positions, and one such example comes from the learning policy Institute, 2016 article, titled the teacher residency an innovative model for preparing teachers, for student achievement, ultimately, all of these benefits help develop high-quality diverse teachers who are prepared with the skills and knowledge to increase student achievement. Additionally, the accountability system for educator preparation makes information regarding EPP's in Texas available to the public, therefore, a Grow Your Own program has promised to achieve the efficacy of the candidates.

We are about to look at the timeline, but one important note before we look, before any of these steps can happen, the Educator Preparation Programs needs to assess their programs alignment with the grant requirements, to ensure it can provide the support necessary to districts and candidates. It should proactively make changes necessary prior to engaging with districts, so that it can provide a strong foundation for these future teachers. When looking at the pathway 3 timeline, you can see best practices in clinical preservice teacher preparation, take a moment to pause the recording and read the content of the step-by-step guide. When you have read the entire slide, push play to continue listening. Now that you are back, we want to highlight a few things. The linear progression is important here, if the partnership is functioning effectively, candidates are actively recruited into a full-time job for the following year during their preservice experience. Each conversion from EPP candidate to student-teacher higher, to a hired employee, requires a year of thoughtful preplanning alignment between the EPP and the participating districts. Note that a MOU between an educator prep program and partnering districts in which they will be placed was required at the time of your grant application, this MOU should be viewed each spring by both parties, especially before and after the recruitment process. Districts are more likely to have a clearer picture and understanding of their need for the next school year, then they may have had at the time of the grant application. EPP's partnering with districts for year-long clinical teaching experience should have teachers and classrooms in school year one, as noted in item number 8, and certified and serving as full-time teachers in school year 2, as noted in item 10. For cycle 2 only, EPP's partnering for extensive preservice training should have candidates in a clinical experience in the partner district and summer 1, as noted in item 6, and have them certified and serving as full-time teachers in school your 1, as noted in item 7, note that the first school year should also include ongoing support for candidates from the educator preparation program, as it will be their first year teaching, likely on a probationary certificate. Engaging in this level of purposeful coherence between education preparation programs has many benefits, including strong preservice clinical practice, opportunities to increase diversity in the teaching profession, and a clear mechanism for targeting teacher recruitment. Additionally, as EPP's are intentional about managing and supporting candidates directly, it should increase retention and student achievement, as more confident, built to last practitioners are nurtured into first teaching jobs that will be great fits for them. Texas Tech University is not new to the partnership space, and within the Grow Your Own, partnered with five districts in year one in year -- of the grant, and 18 overall for the programs. In year one, it sought out more programs to partner with for year two, through hosting a rural superintendent meeting, and sharing more details about what is needed for strong teacher recruitment and retention in rural districts, while highlighting its programs, including its participation in the Grow Your Own grant. It attributes the strong partnership between an EPP and district to identifying the need, meeting regularly, and sharing outcomes. And the district and EPP must know the needs of each other to begin with, and in an ongoing manner, and keep in contact regularly, Texas Tech does this with meetings. Between the two ownership groups, but also utilizes a university based site coordinator, the University supervisor working as a coach, and an embedded site coordinator, who is supported by the grant. This embedded site coordinator works specifically with rural districts, and each one is assigned three districts within 30 miles of each other. This allows -- this structure allows an extra layer of support.

Finally, sharing data and outcomes is an incredibly important piece of the ongoing facilitation of the partnership.

We will close out this webinar with a high-level overview of some next steps. Here are some ideas for next steps to take, partnerships are all about people, make sure you are taking a proactive, positive, asset-based approach to reaching out to partners. Remember to reread the program guidelines document to re-familiarize yourself with any specific grant requirements for your cycle. There are important differences between cycles 1 and 2 of the grants. Remember to assess the status of your partnership or partnerships, assess the status and health. Have a been established, strong, where the gaps, how can you address them? Are there other people in your organization to bring into the partnership conversations? As always, remember that communication and trust are foundational. And to close, check out these resources and opportunities for upcoming technical assistance. You can see the websites for the Texas resource Center, and the two other organizations, remember to save the date for the TEA summer institute for cycle 2, pathway 1 awardees, June 11-13, 19, and webinars on high-interest topics, and the Grow Your Own community of practice sites, reach out to the email address with questions, ideas or concerns, and thank you for joining this webinar on partnerships for Grow Your Own success.

[Event concluded]