

RAISING TEXAS  
**TEACHERS**<sup>SM</sup>  
A RAISE YOUR HAND TEXAS<sup>®</sup> FOUNDATION INITIATIVE

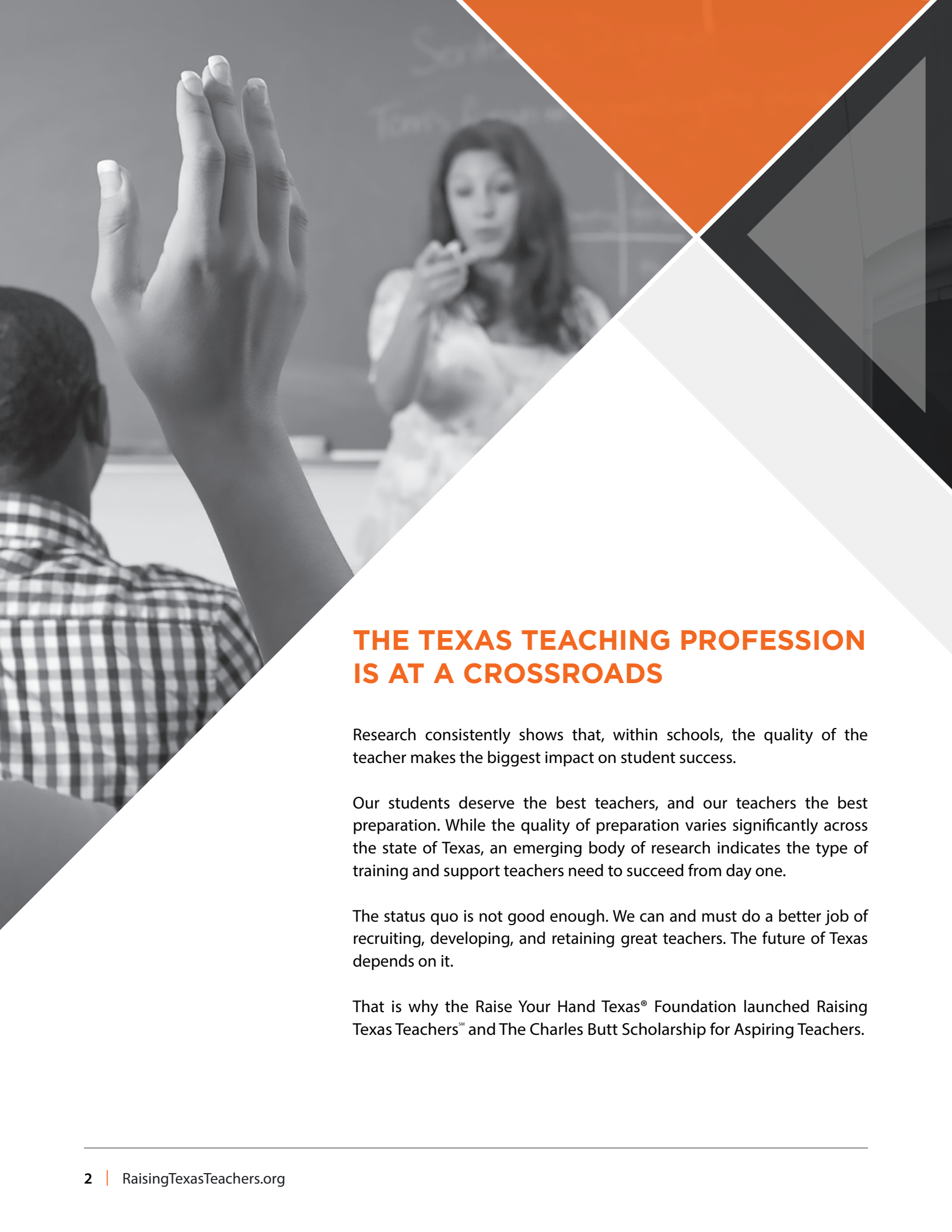
PROGRAM OVERVIEW  
& REP

**RAISE**<sup>®</sup>  
YOUR HAND TEXAS  
FOUNDATION

A young boy is looking through a magnifying glass at a small object. A teacher is looking on, holding a small card. The scene is overlaid with a circular logo for 'RAISING TEXAS TEACHERS'.

RAISING TEXAS  
**TEACHERS**<sup>SM</sup>  
A RAISE YOUR HAND TEXAS<sup>SM</sup> FOUNDATION INITIATIVE

*Elevating the teaching profession across Texas through partnerships with higher education, scholarships for aspiring teachers, and a campaign to enhance the status of teaching.*



## THE TEXAS TEACHING PROFESSION IS AT A CROSSROADS

Research consistently shows that, within schools, the quality of the teacher makes the biggest impact on student success.

Our students deserve the best teachers, and our teachers the best preparation. While the quality of preparation varies significantly across the state of Texas, an emerging body of research indicates the type of training and support teachers need to succeed from day one.

The status quo is not good enough. We can and must do a better job of recruiting, developing, and retaining great teachers. The future of Texas depends on it.

That is why the Raise Your Hand Texas® Foundation launched Raising Texas Teachers<sup>SM</sup> and The Charles Butt Scholarship for Aspiring Teachers.

## ABOUT RAISING TEXAS TEACHERS

Raising Texas Teachers is a statewide initiative designed to elevate the teaching profession in Texas through partnerships with Texas institutions of higher education (IHEs), scholarships for aspiring teachers, and a campaign to enhance the status of teaching. The goals of the program are to:

- **Grow** the pool of high-quality applicants entering the teaching profession;
- **Advance** effective teacher preparation by supporting the implementation and expansion of best practices;
- **Elevate** the appeal of, and respect for, the teaching profession; and
- **Build** a critical mass of effectively prepared, committed, and connected Texas educators who are dedicated to working in high-needs schools and subject areas by offering scholarships and providing ongoing opportunities for professional support and networking.



## **KEYS TO SUCCESS**

### *High-Quality Beginning Teachers*

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Texas students do not have equal access to high-quality teachers. In Texas, campuses enrolling more than 75 percent economically disadvantaged students employ beginning teachers at a rate twice that of campuses with fewer than 25 percent economically disadvantaged students.<sup>1</sup> To address this issue, Texas must place a stronger emphasis on the recruitment of classroom-ready new teachers prepared in high-quality teacher preparation programs to meet the needs of a growing, and increasingly diverse, student population. Research consistently confirms an effective teacher is the most important determinant of student achievement. In fact, a study conducted by the University of Texas at Dallas' Texas Schools Project found increasing the quality of a teacher by one standard deviation was more effective in increasing student achievement than reducing a class size by 10 students.<sup>2</sup>

A critical component of the effort to enhance teacher quality is recruiting high-achieving college students into the teaching profession. Nationally, the number of college freshmen indicating a desire to pursue a teaching career has steadily declined since the early 2000s. In 2015, only 4.2 percent of incoming freshman indicated education as their probable field of study, down from 11 percent in 2000.<sup>3</sup> Across Texas, school districts face teacher shortages, especially in the areas of math, science, special education, and bilingual education.<sup>4</sup>

Texas must also ensure those choosing a career in education gain the knowledge and skills to positively impact student learning when they begin teaching. New teachers who are not sufficiently prepared for the challenges of the classroom tend to be less effective and choose to leave the classroom before they can gain the experience necessary to become masters of their craft. Studies indicate teachers improve rapidly over their first few years in the classroom, then continue to improve at a slower rate.<sup>5</sup>

High-quality teacher preparation is vital to ensure an adequate supply of capable teachers for the state of Texas—teachers who are prepared to improve the educational outcomes of students from day one.

### ***Evidenced-Based Practice***

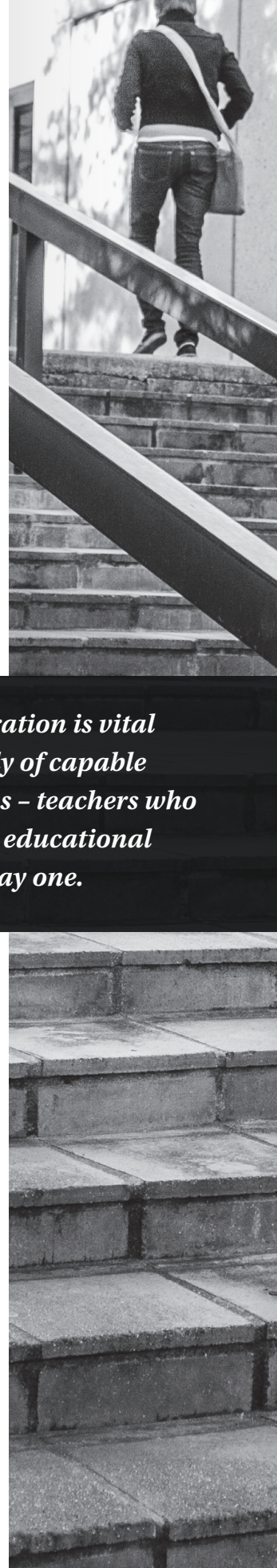
To develop effective teacher candidates, teacher preparation programs must deliver a rigorous and relevant education. This includes opportunities for teacher candidates to master the subject matter they will teach, observe masterful teaching, develop and demonstrate teaching skills in authentic classroom settings and receive and

reflect upon feedback from expert teachers and teacher educators.

Research shows teachers must have strong content knowledge to positively impact student achievement. At the same time, teachers must understand how to employ that content knowledge in the context of teaching.<sup>6</sup> Reviews of countries with high student performance indicate their teacher preparation programs focus on ensuring their graduates “understand the content they are teaching in-depth, accurately, and without confusion” and also have “knowledge of how to teach the content of a specific subject.”<sup>7</sup>

***High-quality teacher preparation is vital to ensure an adequate supply of capable teachers for the state of Texas – teachers who are prepared to improve the educational outcomes of students from day one.***

In addition to mastering how to teach their content areas, prospective teachers must also practice and develop pedagogical skills. Emerging research indicates first-year teachers are more effective if their teacher preparation program includes a clinical component. A study of the 31 teacher preparation programs supplying the majority of teachers to New York City’s public schools found those teachers who had rigorous field-based experiences had greater positive effects on student achievement in their first year than those who did not. Those experiences included quality supervision and the opportunity to complete a culminating project.<sup>8</sup> Generally, teachers who have the opportunity to practice teaching and receive





*Generally, teachers who have the opportunity to practice teaching and receive feedback during their teacher preparation program remain in the classroom longer, allowing them to build upon their practice and improve.*

feedback during their teacher preparation program remain in the classroom longer, allowing them to build upon their practice and improve.<sup>9</sup>

To ensure graduates are effectively prepared for their careers, many teacher preparation programs across the country are moving to new models for assessing prospective teachers as they progress through their education. These new models allow programs to evaluate whether prospective teachers have mastered the competencies they will need to be effective teachers before they

graduate and enter the classroom. They generally include authentic assessments of all dimensions of teaching, from planning a lesson to conducting it, with opportunities for teacher candidates to reflect and improve upon areas of weakness, and demonstrated proficiencies and cut-off scores students must achieve to pass a class, continue in the program, or graduate.<sup>10</sup> Several states have recognized the importance of authentic assessments of teacher candidates' skills before they enter the classroom, and have begun to use performance-based assessments for licensure.<sup>11</sup>

## *Collaboration with Districts & Data-Driven Improvement*

Teacher preparation programs must be responsible for not only imparting their graduates with the skills to be successful but also providing schools with teachers trained to excel in specific school environments. To achieve this, teacher preparation programs must collaborate closely with school districts. This collaboration ensures school districts have a supply of teachers with an understanding of the local education agency they are likely to enter, and that teacher candidates have access to seasoned practitioners and classrooms similar to those in which they are likely to teach. The American Association of Colleges of Teacher Education notes, “High-quality preparation programs are school embedded—i.e., grounded in the work of schools—through closely linked partnerships between the preparation program and the school.”<sup>12</sup>

Close collaboration with school districts also allows for teacher preparation programs to receive data and feedback on the performance of their graduates. Many states and organizations are advocating for data-driven evaluation of teacher preparation program performance to inform adjustments and support continuous improvement. Increasingly, they are focusing on using outcomes data—the performance of graduates, their retention in the field, etc.—rather than relying solely on input data reflecting program elements. To this end, the Council for the Accreditation of Education Programs, the national accreditor for teacher preparation programs, revamped its criteria in 2013 to focus on outcomes.<sup>13</sup>

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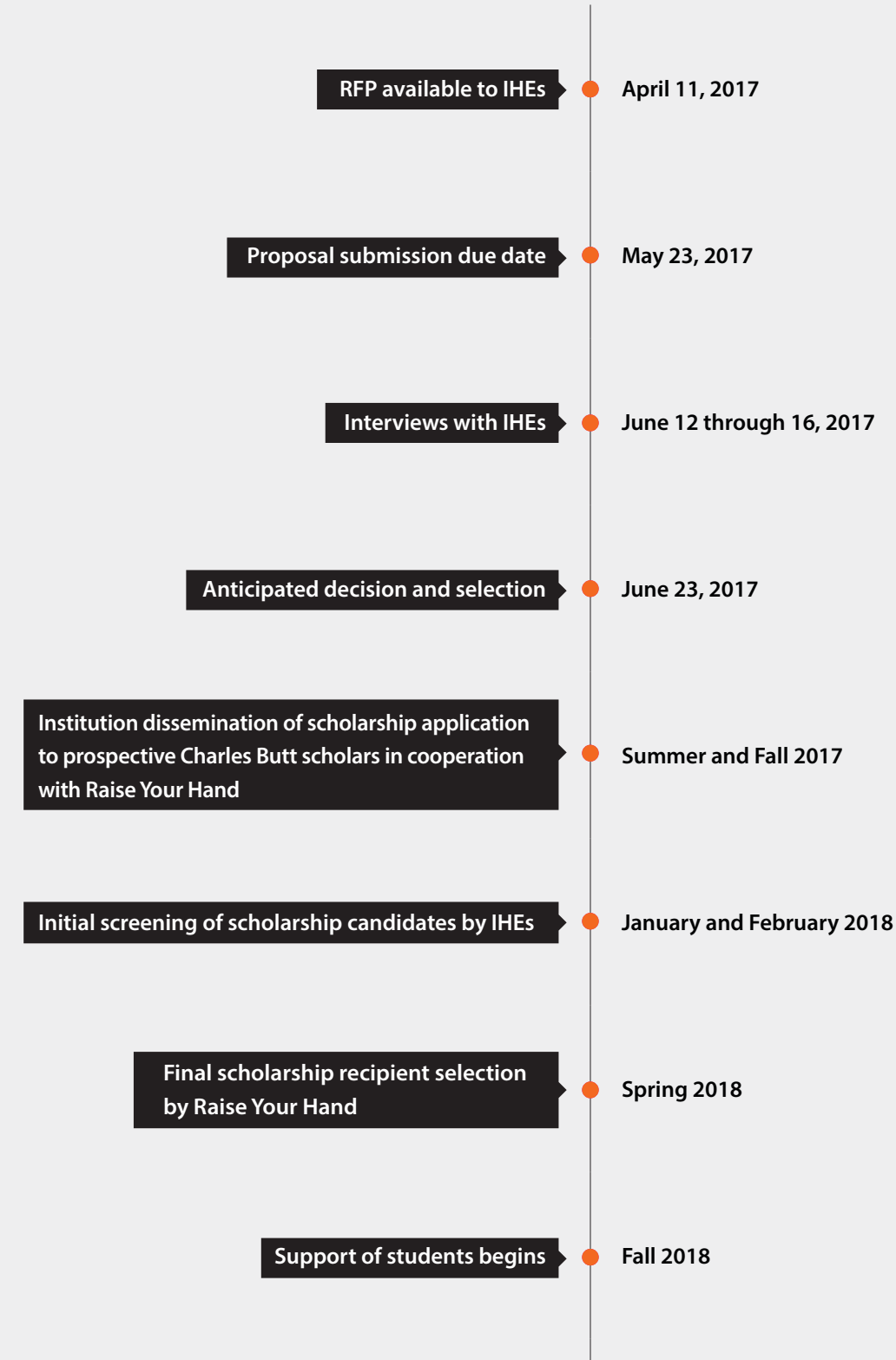


## REQUEST FOR PROPOSALS FROM RAISE YOUR HAND TEXAS® FOUNDATION

<b>To:</b>	Texas Institutions of Higher Education Teacher Preparation Programs
<b>From:</b>	Raise Your Hand Texas Foundation (Raise Your Hand®)
<b>Subject:</b>	Raising Texas Teachers: The Charles Butt Scholarship for Aspiring Teachers
<b>RFP Issue Date:</b>	April 11, 2017
<b>RFP Closing Date:</b>	May 23, 2017
<b>Eligibility Criteria:</b>	Any public or private nonprofit university with a teacher preparation program is eligible to apply.
<b>Submission Process:</b>	Institutions of Higher Education (IHEs) will submit a proposal to Raise Your Hand as detailed in the Request for Proposals (RFP). The proposal should address all elements outlined in Section 3 of the RFP and include any supporting documentation. Proposals should be submitted as a single electronic document through the Raising Texas Teachers website at <a href="http://RaisingTexasTeachers.org">RaisingTexasTeachers.org</a> . Raise Your Hand will review proposals and may conduct interviews with IHEs to gather additional information. Raise Your Hand will notify selected IHEs via email. Please send any questions to: <a href="mailto:RaisingTXTeachers@RYHT.org">RaisingTXTeachers@RYHT.org</a> .
<b>Performance Period:</b>	Scholarships will be awarded annually for up to four years of student support. Renewal will be automatic as long as students maintain eligibility as detailed in the RFP. Institutions of higher education will be included in the program for an initial period of four years, with annual program evaluation and the ability to reapply.
<b>Funding Amount:</b>	Raise Your Hand plans to fund award amounts of \$8,000 per student annually, up to the cost of attendance, for up to four years, with annual cohorts of approximately 100 Charles Butt scholars statewide. Raise Your Hand intends to support 400 - 450 scholars per year statewide. Raise Your Hand will also provide the greater of \$10,000 or 15 percent of the annual scholarship award amount for use by the IHE to fund the IHE student support requirements.
<b>Program Objectives:</b>	Raise Your Hand seeks to establish a statewide program to elevate the teaching profession in Texas through partnerships with Texas IHEs. The goals of the program include: <ul style="list-style-type: none"><li>• Grow the pool of high-quality applicants entering the teaching profession;</li><li>• Advance effective teacher preparation by supporting the implementation and expansion of best practices;</li><li>• Elevate the appeal of, and respect for, the teaching profession; and</li><li>• Build a critical mass of effectively prepared, committed, and connected Texas educators who are dedicated to working in high-needs schools and subject areas by offering scholarships and providing ongoing opportunities for professional support and networking.</li></ul>

## SECTION 1. CONTACT INFORMATION AND TIMELINE

IHEs are encouraged to contact Raise Your Hand with any questions about the program, either by submitting questions directly to [RaisingTXTeachers@RYHT.org](mailto:RaisingTXTeachers@RYHT.org) or by arranging a call to speak with Raise Your Hand staff. Raise Your Hand will maintain a Frequently Asked Questions page on the [Raising Texas Teachers website](#) to document IHE questions.



## SECTION 2. PROGRAM OVERVIEW

Raise Your Hand is seeking proposals from IHEs offering rigorous, competency-based teacher preparation programs grounded in a strong clinical model, and programs that are working toward this goal. Proposals should reflect support from Raise Your Hand for scholarship offers of up to \$8,000 per student per year, for up to four years, plus additional funding of the greater of \$10,000 or 15 percent of the annual scholarship award amount for use by the IHE to fund the IHE student support requirements. Raise Your Hand will select between 5 and 20 educator preparation programs, and hopes to support at least 10 Charles Butt scholars at a time in any given program. The number of students supported at a particular preparation program will depend on the number of qualified applicants. Statewide, Raise Your Hand seeks to add approximately 100 students to the program yearly for the first four years, with 400–450 students being supported through the Charles Butt Scholarship for Aspiring Teachers by school year 2022–23.

### *Student Screening*

Raise Your Hand is prepared to support students who:

- Are enrolled full-time in a university program that will lead to a teaching certificate (hours spent in practice teaching or on an internship can count toward a student’s full-time status);
- Are Texas residents;
- Have a strong academic record and/or history of achievement;
- Have demonstrated peer or group leadership skills;
- Will become active members of a university affiliated club for prospective teachers or will help create one if one does not currently exist;
- Participate in Raise Your Hand professional development and support programs;
- Demonstrate a commitment to pursuing a career in education in high-needs Texas public schools upon completion of the program; and
- Will remain active participants in Raising Texas Teachers alumni activities after graduation.

Understanding that students decide to enter teacher preparation at different times, Raise Your Hand is open to beginning support for students at any time during their academic career, including entering freshmen, students who wish to add additional time to their studies in order to complete the necessary coursework to become teachers, and students at any point in between. Students wishing to add additional time to their undergraduate work to pursue a master’s degree in teaching so they can become classroom teachers are also eligible. Support for a particular student will be continued for up to four years, as long as the student remains eligible (see Section 5 for the requirements students must meet to remain eligible).

IHEs will assist Raise Your Hand in the student selection process based on an application and rubric provided by Raise Your Hand. Students who pass the initial screening conducted by the IHE will be expected to participate in a Raise Your Hand selection process that may include an interview and sample teaching lesson. Selection will be competitive, based on the student’s ability to demonstrate academic achievement, communication skills, commitment to the teaching profession, and ability to overcome obstacles.

As part of Raise Your Hand's goal to increase the number of high-quality candidates in teacher preparation and to improve the status of the teaching profession, Raise Your Hand expects IHEs to use the scholarship opportunity to attract students into the teaching profession. Raise Your Hand will provide IHEs with marketing materials to promote teaching and the Raising Texas Teachers program in their recruitment efforts. Raise Your Hand will prioritize funding for students who are not already enrolled in teacher preparation programs. However, IHEs may also recommend students for whom the scholarship would be an incentive to continue through the education program.

### *Raise Your Hand Student Support*

Raise Your Hand commits to providing selected Charles Butt scholars \$8,000 per year in tuition assistance, up to the student's cost of attendance. In addition to financial assistance, Raise Your Hand will provide the following professional support:

- Mentorship with a local principal from the Raise Your Hand alumni network;
- Coordination of a cohort meeting at the beginning of each school year;
- Participation in the annual Raise Your Hand Leadership Symposium;
- Assistance with a teaching scholar club (e.g. funding for activities such as brown bag lunches, helping students connect with local subject matter experts, or providing experts to speak to students);
- Professional support for students as they near graduation, including resume and interview preparation assistance; and
- Access to an online platform for scholars to connect with one another.

Additional information about the student selection process is included in Attachment A.

### *IHE Requirements*

Raise Your Hand will partner with IHEs committed to student success and continuous program improvement.

Each IHE must designate a full-time university faculty member with significant responsibility for overseeing teacher preparation to serve as the program leader. The program leader will be responsible for the following duties to promote student success:

- Ensure Charles Butt scholars have access to student services to encourage them to be successful both as college students and as aspiring educators;
- Meet with each student at least once per semester;
- Coordinate initial screening of possible candidates and provide Raise Your Hand with candidates' names and applications;
- Assist Raise Your Hand in planning on-campus events and student travel; and,
- Write (or coordinate) annual letters of support for continuing students as described in the student selection section.

The program leader, or another IHE representative with substantial responsibility for the requirements of the IHE's educator preparation program, will be responsible for engaging in a community of practice with faculty members from other IHEs participating in the program. The community of practice will meet twice each year to discuss how to implement and advance promising practices in teacher preparation. The community of practice will also inform improvements to the Raising Texas Teachers program.

The meetings will be facilitated either by an expert in the field or by the program leader of an IHE that has had particular success in the practice area under discussion. The content of the community of practice meetings will be shaped by the needs, interests, and expertise of its members.

The program leader will also be invited to other Raise Your Hand events throughout the year, including opportunities for IHEs to engage with current students and alumni of their programs. Transportation and lodging will be provided for all required events.

### *Reporting*

Raise Your Hand will conduct annual formative evaluation of program implementation at each campus. Additionally, Raise Your Hand will conduct a summative assessment at the end of the four-year term. The results of both the formative and summative assessments may affect future programming and the IHE's reapplication, if applicable. For both assessments, the IHE will be required to assist in gathering necessary data, which may include:

- Scholar satisfaction surveys;
- Scholar participation rates in required activities;
- Scholar retention from year-to-year in the program;
- Engagement and achievement of students taught by scholars during clinical preparation;
- Narrative descriptions of teacher preparation program and any planned changes;
- Placement rates of new teachers;
- Teacher retention rates;
- Principal satisfaction surveys;
- Surveys of program graduates; and
- The academic achievement scores of students taught by graduates.

## **SECTION 3. STATEMENT OF WORK**

The proposal must include:

- 1. A cover sheet** that includes the name of the institution, the name of the participating academic departments or schools, and the name, title, and contact information of the proposed program leader at the IHE.
- 2. A statement of program requirements** for students the institution will be recommending to Raise Your Hand for consideration, including a listing of the required courses for each program with course descriptions and syllabi, and clinical teaching requirements. Institutions can recommend students from multiple programs.

**3. A narrative addressing the elements listed below.** Programs are invited to share evidence of effective practice in place and encouraged to describe the ways they are developing quality elements if not yet fully in place. To inform the agenda for the community of practice, please highlight any of these areas in which your IHE is particularly strong or is implementing innovative initiatives.

**A. Use of an effective clinical model.** Raise Your Hand is looking to support programs that place a high value on field-based experience relevant to the prospective teacher's proposed area of certification, with opportunity for ongoing reflection and growth systematically supported by strong mentor teachers and teacher educators. Please outline in detail how the following elements will be addressed:

- Significant time spent observing and student-teaching in high-quality classrooms with an effective mentor teacher;
- Significant levels of support from the IHE in collaboration with the public school during clinical practice;
- Increasing levels of responsibility and autonomy for prospective teachers as they practice and demonstrate the knowledge and skill necessary to be successful teachers;
- Formative assessments and feedback from well-qualified teacher educators throughout the practice teaching experience with opportunity for the prospective teacher to demonstrate improvement, both as reflected in observed practice teaching as well as in demonstrated learning gains made by students taught by the prospective teacher.

**B. Competency-based approach to teacher preparation.** Raise Your Hand is looking to support programs that ensure prospective teachers have the required knowledge and skills necessary to be successful before they become classroom teachers. Please outline in detail how the following will be addressed and provide any supporting documents (e.g. evaluation tools or rubrics and cut scores teachers must achieve before graduation):

- Programs should have clearly articulated the competencies prospective teachers should gain at various stages of their preparation;
- Programs should provide prospective teachers with multiple opportunities to demonstrate mastery of these competencies throughout their preparation;
- Programs should provide individualized support based on each prospective teacher's demonstrated needs throughout the prospective teacher's training; and,
- Programs should require teacher candidates to demonstrate they possess these competencies through the successful completion of a summative evaluation prior to graduation, and the summative evaluation should include evidence of growth on measures of student engagement and academic achievement among students taught by the prospective teacher during practice teaching.

**C. Rigorous and relevant academic programs.** Raise Your Hand is looking to support programs that ensure new teachers have a deep understanding of pedagogy and the academic content they plan to teach. Please outline in detail how the program ensures graduates have obtained the knowledge and skills necessary to become successful teachers.

**D. Record of success and commitment to ongoing program improvement.** Raise Your Hand is looking to support programs that embrace the formative and summative use of available data to measure program effectiveness and drive improvement. Please outline the data elements your program uses to evaluate its impact and the ways in which this data informs program improvement. Examples of data elements could include, but are not limited to: teacher candidate teaching effectiveness; student engagement and achievement growth of students taught by teacher candidates during clinical preparation; placement rates of new teachers; teacher retention rates; principal satisfaction surveys; surveys of beginning teachers trained by your program; surveys of program graduates; and the academic achievement scores of students taught by your graduates.

- E. Partnership with public schools.** Raise Your Hand is looking to partner with IHEs that are responsive to the needs of local schools. Please outline in detail the ways in which your program works with local educational agencies to inform your practice and to ensure your program’s graduates meet the needs of local schools. Additionally, Raise Your Hand is particularly interested in IHEs that provide a clearly articulated program of support to teachers through their first year of teaching. Please outline how you work with school districts to provide support to your recent graduates in the classroom.
- F. Track record of placing a substantial percentage of teachers in Texas’ highest-needs classrooms.** Raise Your Hand is interested in partnering with IHEs that are meeting the growing needs of Texas public schools by successfully preparing teachers to work in schools serving large proportions of students who are economically disadvantaged and/or are English language learners or in other teacher shortage areas (e.g., math, science, special education, and bilingual education). Please provide evidence that your program’s graduates are successfully meeting this need.
- G. Commitment to selection of quality candidates.** Raise Your Hand is looking to provide scholarships to students with a demonstrated track record of academic success, a passion for teaching, and a high likelihood of success in working in high-poverty Texas public schools. The IHE will be expected to conduct a first round of screening to identify candidates to forward to Raise Your Hand for final selection. Raise Your Hand is interested in using these funds to assist programs in recruitment, so the majority of candidates recommended by IHEs should be new to a teacher preparation program, even if they are already students of the IHE. Please see attachment B for more information about our student selection process, and identify approximately how many candidates from your program you anticipate identifying each year, and how many years of support you anticipate the student needing (up to four). Please outline how you will use these scholarship funds to help recruit a high-quality and demographically diverse group of prospective teachers prepared to meet the needs of Texas classrooms.
- H. Commitment to student support.** Raise Your Hand is looking to partner with IHEs that have created a strong program of support for students. Please outline the support you currently provide to students in your preparation program, and how you will fulfill the additional responsibilities for student support required through this program.

## SECTION 4. EVALUATION OF PROPOSALS

Raise Your Hand will use the following guiding questions to review proposals:

CRITERIA
<p>To what degree does the IHE use a strong clinical model that provides prospective teachers the opportunity to work in public school classrooms alongside teachers who are providing high-quality instruction, and to receive regular support and feedback from highly qualified educators with increasing levels of autonomy? What are the program’s plans for improving its practice in this area?</p>
<p>To what degree does the IHE take a competency-based approach to teacher preparation, through which the prospective teacher has a clearly articulated set of abilities which must be demonstrated prior to graduation? To what degree are prospective teachers trained to take this same approach in their own classrooms by gathering data on student learning and measuring their own success based on the success of their students? What are the program’s plans for improving its practice in this area? How does the IHE measure whether or not teacher candidates are prepared to teach before they graduate?</p>

To what degree does this program ensure its graduates have strong academic backgrounds, both in pedagogy and in the academic content they will be expected to teach? What are the program's plans for improving practice in this area?
How well did the program articulate its use of data and research to inform practice in teacher preparation? What are the program's plans for improving practice in this area?
How strong are the partnerships between this program and the public schools in which it places teachers? To what degree are these partnerships improving the training received by prospective teachers? What are the program's plans for improving practice in this area?
What is this program's track record of placing teachers in high-needs Texas public schools? Once placed, how successful are teachers from this program?
How will these funds be used to recruit new students?
To what degree will the additional support provided to participating scholars result in their educational persistence, and ultimate success?

## SECTION 5. PROGRAM TERMS

Raise Your Hand agrees to fund selected students from successful IHEs for a period of up to four years, as long as the individual students remain eligible. To remain eligible, a student must:

- Remain a full-time student enrolled in a program that will lead to a teaching certificate in Texas (student teaching or internships in a Texas public school can count toward full-time status);
- Maintain a minimum 3.0 grade point average (there will be an appeals process for IHEs to recommend continued participation in the program if a student fails to meet this requirement);
- Maintain a strong record of clinical skill excellence in practice teaching;
- Participate in Raise Your Hand professional development activities;
- Receive a letter of recommendation for continuation from the IHE program leader; and
- Plan to teach in a Texas public school upon completion of the program.

Once selected, the IHE's continued eligibility in the program will be assessed annually—based on the formative evaluations previously detailed—and the IHE may remain eligible to admit new students into subsequent cohorts of the program for up to four years. At the end of the four-year period, the IHE can reapply to the program. Renewal will be based on evaluation of the effectiveness of the prior funding period and on the IHE's plans for program improvement. Once Raise Your Hand has committed to fund a student, the student will continue to receive funding as long as they remain eligible for up to four years, regardless of the IHE's participation.



## SAMPLE TERMS AND CONDITIONS

Participating IHEs must agree to abide by a set of standard Terms and Conditions. This preliminary draft is included for your reference. Raise Your Hand reserves the right to revise and/or add to these terms and conditions before execution of the final agreement. These Terms and Conditions will be the same for each IHE and are not negotiable.

**Agreement:**

This agreement is hereby entered into by and between Raise Your Hand Texas Foundation (“Raise Your Hand”) and \_\_\_\_\_, a Texas Institute of Higher Education (“the IHE”). The purpose of this agreement is to establish a teaching fellowship program (“the Fellowship Program”), by funding and supporting scholarships and ongoing opportunities for professional support and networking for high-quality applicants going into the teaching profession.

**Scholarships:**

Raise Your Hand agrees to provide up to four annual cycles of student scholarships to selected IHE students. Student scholarships will be automatically renewed for up to four years of student support, as long as students maintain eligibility and comply with the terms of the agreement.

**Fellowship Program Implementation:**

The IHE agrees to provide support for scholarship recipients as outlined in the IHE’s proposal to participate in the Fellowship Program.

**Data Sharing:**

The IHE agrees to maintain the following data elements about each scholarship recipient for at least five years after the student graduates from the program and to provide the information to Raise Your Hand as necessary in order to assist with Fellowship Program evaluation. The IHE further agrees that Raise Your Hand may use de-identified scholar data in its published evaluations of the Fellowship Program. The IHE is responsible for obtaining any necessary waiver of FERPA from the scholars as a condition of receiving the scholarship.

- The student name;
- The student date of birth;
- The local student ID number;
- The student ID number used for reporting purposes to the State Board for Educator Certification, the Texas Higher Education Coordinating Board, and/or the Texas Education Agency,
- Contact information (physical address, email);
- Grade point average; and
- Expected completion/graduation date

**Evaluation:**

Raise Your Hand values research and evaluation of the projects it funds. The IHE agrees to inform Raise Your Hand of any research or evaluation it conducts or commissions regarding the Fellowship Program and/or the scholarship recipients and to provide to Raise Your Hand a copy of any report or findings from the research or evaluation.

<b>Grant Announcements, Public Reports, and Use of Foundation Name and Logo:</b>	Raise Your Hand will include information on the Fellowship Program in its periodic public reports and may make Fellowship Program information public at any time on its web page and as part of press releases, public reports, speeches, newsletters, and other public documents. If you wish to issue a press release or announcement regarding the Grant, you must obtain advance approval from Raise Your Hand of the press release and the date of release. Raise Your Hand requires an opportunity to review and comment on press releases or reports that are directly related to the Fellowship Program. You also agree to obtain advance approval from Raise Your Hand for any other use of Raise Your Hand’s name or logo. Please contact Raise Your Hand via electronic mail through the designated contact for notice at least one week before any press release, announcement, or other publication date.
<b>Cooperation with Raise Your Hand on Publicity:</b>	The IHE agrees to assist in publicizing the scholarship and Raise Your Hand professional development events for scholars.
<b>Student Support:</b>	The IHE agrees not to use Raise Your Hand scholarship funds to supplant other aid the student may be eligible to receive. To the extent that the student secures other aid to provide for the cost of tuition, these funds may be used up to the cost of attendance.
<b>Cooperation with Raise Your Hand on Student Selection:</b>	The IHE agrees to conduct an initial screening to select students who meet the program criteria and are likely to be successful candidates. The IHE agrees to cooperate with Raise Your Hand in facilitating the second round of selection, including providing Raise Your Hand with the application packet and contact information for prospective scholars and making space available for interviews and sample teaching lessons. The IHE agrees to serve as an interview site for student selection.
<b>Term of Agreement:</b>	This Agreement shall be for a term of four school years commencing on the Effective Date and expiring on May 31, 2022 (“Initial Term”). Raise Your Hand reserves the right to terminate this agreement as it pertains to awarding new scholarships, although students who have received awards will continue to do so as long as they remain eligible. IHEs may apply to renew the Agreement for another four years at the end of the term.
<b>Entire Agreement:</b>	The terms and conditions of this Agreement constitute the entire agreement between Raise Your Hand and the IHE with respect to the subject matter set forth herein and supersede all prior discussions and agreements, whether verbal or written.
<b>Participation of Other Schools:</b>	The IHE acknowledges and agrees that Raise Your Hand may enter into separate agreements with any other IHE at Raise Your Hand’s sole discretion.
<b>No Employment or Partner Relationships:</b>	Nothing contained in this Agreement shall be construed to create a partnership or joint venture between Raise Your Hand and the IHE. Neither Party to this Agreement will be the agent of the other nor shall either Party have either express or implied authority to act on behalf of or bind the other Party or its officers, administrators, or employees.

<b>Compliance with Law:</b>	The Parties acknowledge and agree that, notwithstanding anything in this Agreement to the contrary, they shall both comply with applicable law.
<b>Jurisdiction and Venue:</b>	Each party consents and submits to the jurisdiction of the state and federal courts located in the State of Texas for purposes of any action, suit, or proceeding arising out of or relating to this Agreement and agrees that exclusive venue for any action, suit, or proceeding arising out of or relating to this Agreement in any court or tribunal other than the administrative agencies of the State of Texas or in the courts of the State of Texas for Travis County or the United States District Court for the Western District of Texas, Austin Division.
<b>Governing Law:</b>	The laws of the State of Texas, without regard to its conflict of laws provisions, will govern this Agreement, its construction, and the determination of any rights, duties, obligations, and remedies of the parties arising out of or relating to this Agreement.
<b>Amendment:</b>	This Agreement will not be altered, amended, modified, or supplemented except in a written document executed by the parties.
<b>No Third-party Rights:</b>	Nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.
<b>Headings and Captions:</b>	The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.

## ATTACHMENT A: STUDENT SELECTION

Raise Your Hand will provide each selected IHE with a media packet and scholarship application.

Institutions will conduct the first round of selection, which should be based on the institution's assessment of student academic achievement, commitment to teaching, communication skills, and ability to overcome obstacles. In the first round, institutions will be expected to evaluate students based on:

1. Academic record, including grades and the rigor of the student's coursework;
2. Demonstrated ability to communicate and their commitment to the education profession as demonstrated through responses to essay questions provided by Raise Your Hand as well as the student resume; and
3. Ability to overcome obstacles as demonstrated through responses to essay questions and the student resume.

Raise Your Hand will provide an application and other materials for IHEs to use in the first round of screening.

For the second round of selection, IHEs will forward to Raise Your Hand the materials the university used to conduct the initial screen. These materials must include the student responses to Raise Your Hand essay questions, a student resume, and the student academic record.

Successful applicants will be invited to a regional screening where they will participate in an interview and teach a sample lesson of 5 to 10 minutes.

# SOURCES

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*An effective teacher is  
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student achievement.*

