***CAEP Accountability Measure 2***

***Satisfaction of Employers and Stakeholder Involvement***

**Evidence Item: Stakeholder Involvement (R5.3 and RA5.3)**

***The Educator Preparation Program Advisory Committee***

The purpose of the SFA EPP Advisory Council is to: Assure that appropriate stakeholders including school partners are involved in program evaluation, improvement, and identification of models of excellence.

Committee Composition:

* The Advisory Members per Texas Administrative Code (TAC) §228.20(b) can include:
* Local School and district Representatives, Higher Education Representatives, Regional Education Service Center Representatives, Business and Community Representatives.

Basic Duties of Advisory the Committee Per TAC §228.20(b)

* **Collaboration**
* Meet at least twice a year.
* Assist in the design, deliver, evaluation, and major policy decisions of the EPP
* **Accountability**
* Provide support for the EPP to meet all Texas Education Agency standards.
* Accountable for the quality of the program and the candidates that the program recommends for certification.

The EPP Advisory Council plays a key role in the EPP’s Quality Assurance System.

Meeting agendas, PowerPoints, summary notes and additional materials can be found from the Fall 2022 and Spring 2023 meetings at the link provided.

Review of meeting materials supports evidence of stakeholder involvement through agendas that include review of the purpose of the council, review and discussion of adopting a teacher residency pathway, creative staffing models to pay clinical teachers, job fair details and opportunities, sharing of assessment results/data with external partners and a new federal grant titled RAICES. Established in 2023, Project Raices is the short-hand name for the Reaching All Individuals and Communities to Establish Success in Language Learning Grant. Raíces means roots in Spanish. Much like roots, the name was intentionally chosen to highlight the interconnectedness of language, culture and family networks that are needed to grow successful academic achievement, language acquisition and school-community partnerships.

This grant team is guided in its choices by anti-racist, anti-bias philosophies and an asset-based framework specific to language acquisition, literacy development, culture and community. The grant goals are aligned with these values, and it is expected that the participants, speakers and other associates involved in the grant work also share these beliefs. The grant prioritizes play-based and cultural appreciation practices, promotes shared knowledge, and strives to achieve power equality in the acceptance and celebration of community and caregiver expertise.

**The Project Raices Leadership Team**

Project Raices is a National Professional Development Grant designed to implement targeted curriculum and professional development for teachers of emergent bilinguals and multilingual learners in East Texas. The grant was written by Dr. Heather Olson-Beal, Dr. Chrissy Cross, Dr. Lauren Burrow, Dr. Yuan He and Dr. Marisol Diaz.

Upon acceptance of their proposal, the team recruited Carrie Wright and Darius Tubbs to manage and implement Project Raices. Both have taught in East Texas schools as ESL certified educators and have a passion for working with emergent bilingual students and their families.

Project Raices is designed as a cohort model. Learning cohorts are a team, group or community of people with shared interests and goals who progress through an educational experience together. Their benefit is based upon certain educational theories of how people learn and the desire for support, teamwork, and shared resources. External stakeholder partners in the grant include two local school districts as well as Head Start.