



TAP Local Talent
The Teacher Apprenticeship Pathway for Local Talent

A Proposal for the Teacher Quality Partnership Program Grant

United States Department of Education

Office of Elementary and Secondary Education

Submitted by: Reach University

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Appendix F: not applicable

Appendix G: not applicable

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INTRODUCTION: Reach University (an accredited institution of higher education), TNTP (a national non-profit formerly known as The New Teacher Project), and the Great Rivers Education Service Cooperative (“Great Rivers” or “Coop”) representing 10 high-need LEAs in eastern Arkansas (“The Partnership”), present herein a project proposal—the Teacher Apprenticeship Pathway for Local Talent (“TAP Local Talent”)—that will increase the number of certified teachers teaching in high-need districts and schools in eastern Arkansas, develop a pipeline of high-quality teacher candidates who reflect the demographics of the communities in which they will teach, and increase positive academic and social-emotional outcomes for students. This proposal responds to **Absolute Priority 1 (AP1): Partnership Grants for the Preparation of Teachers**, **Competitive Preference Priority 2 (CPP2): Supporting a Diverse and Prepared Educator Workforce**, **Competitive Preference Priority 3 (CPP3): Meeting Student Social, Emotional, and Academic Needs**, **Competitive Preference Priority 4 (CPP4): Promoting Equity in Student Access to Educational Resources and Opportunities**, and **Grow Your Own Program (GYOP)**. This proposal contains parenthetical references to each of these priorities to highlight the alignment of project/program components to TQP objectives. In addition to the abbreviations above, the following abbreviations will also be used throughout: **GP** for the General Program Requirements Checklist, **IHE Elig.** for the IHE Eligibility Checklist, **LEA Elig.** for the High-Need LEA and High-Need School(s) Eligibility Checklist.

Reach University began in 2006 with a simple but profound charge: *reinvent teacher education*. Within a year Reach had launched its first teacher credential programs with 25 candidates. As a next step, Reach launched in 2009 its Instructional Leadership Academy for experienced teachers wishing to move into school administration. In 2011, Reach deepened its academic offerings with master’s degrees in teaching and leadership. In 2020, Reach incubated

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Oxford Teachers College, an innovative job-embedded bachelor's degree program for full-time school staff and paraprofessionals seeking to become teachers ([IHE Elig.](#)). Oxford Teachers College uses the Oxford Tutorial Method as a primary method for instructional delivery, in which one or two students and their mentor/coach engage in deep discussion and reflection on the topic(s) under consideration, which means students receive personalized/individualized support and attention within their degree program.

Reach's partner in the TAP Local Talent project is TNTP, a national nonprofit whose mission is to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. Since 1997, TNTP has partnered with more than 200 public school districts, charter school networks, and state departments of education on an array of services that include, but are not limited to, professional development for teachers, school leaders, and district staff; curriculum consulting; community and family engagement; research and evaluation; and program management. Student learning starts with great teachers—but doesn't end there. TNTP works at every level of the public school towards ending educational inequality by ensuring all students experience: Engaging classrooms with excellent teachers, rich content, and the resources to meet students' needs; Focused schools with a strong principal, intentional culture, and engaged community; Strategic school systems and states with an effective central team, clear academic priorities, and aligned policies.

Reach's partner representing 10 LEAs in eastern Arkansas is Great Rivers Education Service Cooperative. The Great Rivers Education Service Cooperative is committed to assisting and supporting schools as they strive to deliver a high-quality education to each and every student in the area. Standing ready and willing, as one of the state's primary assets, to help

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implement the requirements of Act 35 and other key legislation calling for increased quality and accountability in our education system. To its 10 district members, Great Rivers provides: appropriate professional development activities; an accountable, statewide system that provides appropriate technical assistance in meeting local, state, and federal guidelines; increases in capacity through collaboration with stakeholders and policy makers in order to better meet the educational goals of the districts; promotion of and assistance to stakeholders with the use of appropriate technology in the classroom; technical assistance to school districts in the use of the statewide computer systems. The partnership with Great Rivers is strategic in that it allows the TAP Local Talent project to access all 10 member districts simultaneously; the Great River's board of directors is comprised entirely of the Superintendents from each member district. As such, our partnership with Great Rivers translates into partnerships with every member district and their high-need schools.

Absolute Priority 1: Partnership Grants for the Preparation of Teachers: The Teacher Apprenticeship Pathway for Local Talent (TAP Local Talent) project will meet the requirements of the Higher Education Act of 1965, section 202(d) through the following program goals and expected outcomes (GP(f)(1)): Goal 1: *Launch a teacher preparation program that meets the needs of our local district partners (GYOP).* The Partnership will: prepare, graduate, and place 288 high-quality, fully-certified teachers in high-need schools served by the Coop by the end of the grant period, and 650 fully-certified teachers by the end of project year 6; recruit a diverse candidate pool so that greater than 50% of program completers identify as BIPOC; develop a pipeline of fully-certified teachers who are qualified to teach in high-need subject areas, such as math, English language arts, and science, in schools serving high percentages of socioeconomically disadvantaged students (as defined by FRPL eligibility) and those living in

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rural communities. **Goal 2:** *Prepare, support, and retain new teachers, including new teachers who identify as BIPOC, in schools identified as high-need.* The Partnership will: provide mentorship support to ensure that 80% of teacher candidates entering the program will complete the program and become a teacher of record beginning in year 3 of their program (Year 4 of the grant period); ensure that teacher candidates are reflective of the local community and 90% of program completers are hired by their “home” district; provide a continuum of professional development opportunities so that 90% of teachers hired by their “home” districts are retained in their teaching positions for a minimum of five years. **Goal 3:** *Scale, replicate, and sustain the teacher preparation program so that it serves additional teacher candidates in additional high-need LEAs in eastern Arkansas.* The Partnership will: establish partnership agreements with two additional education service cooperatives representing high-need LEAs in south and southeastern regions of Arkansas in Year 3 of the grant period; leverage federal funding programs for workforce development and student aid to ensure program costs are fully subsidized for teacher candidates and the project is sustained beyond TQP grant funding. **Goal 4:** *Prepare candidates who are ready to lead instruction and engage students in learning that prepares them for high levels of achievement in college, career, and life.* The Partnership will: serve more than 13,000 students across 34 schools in 10 districts in the Great Rivers service area over the course of the grant period; increase student achievement outcomes (academics, social-emotional) from baseline levels established in the new teachers’ first year of service. **Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning:** The design of the TAP Local Talent project meets the requirements *Competitive Preference Priority 2* by leveraging interested classified personnel employed in Great Rivers member districts to become certified teachers in high-need areas of eastern

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Arkansas, including the schools listed section A(i) below, thereby increasing the diversity of qualified teachers entering the profession. Detailed in the table in section A(i) is the race/ethnicity breakdown of current (2021-22 school year) teachers in each district vs. the race/ethnicity of classified personnel vs. the race/ethnicity of students in each district, demonstrating a resource of *untapped* talent that can be efficiently leveraged to address critical teacher shortages. **Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs:** The design of the TAP Local Talent project meets the requirements of *Competitive Preference Priority 3* by implementing the CASEL SEL Framework in the instruction of teacher candidates in conjunction with our school-based mentors who will coach and support new teachers in cultivating positive student mindsets, fostering strong relationships with students, creating culturally responsive, supportive, and engaging learning environments, and providing opportunities for students to engage in positive productive struggle. The project will provide opportunities to plan for the incorporation of social and emotional skills that students will need to be successful when tackling grade-level assignments and interacting with peers and adults. **Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities:** The design of the TAP Local Talent project meets the requirements of *Competitive Preference Priority 4* by implementing culturally responsive teaching and learning frameworks embedded in the instruction, ensuring that culturally responsive teachers use knowledge of their students' backgrounds to organize strong learning communities, create challenging learning goals, and differentiate instruction based on student needs to make learning more relevant and effective. Critically, teachers will be able to implement these strategies quickly and effectively because they will have pre-existing knowledge of students' backgrounds since they are already working either in the classrooms with the students,

or are members of the larger community in which their students live. **Grow Your Own**

Partnerships Programs: The design of the TAP Local Talent project meets the requirements of the *Grow Your Own Program Invitational Priority* by intentionally recruiting *local* teacher candidates who represent—racially/ethnically, socioeconomically, culturally—the communities in which they live and work to become fully certified teachers in high-need areas.

A. QUALITY OF PROJECT DESIGN

(i) The extent to which the proposed project demonstrates a rationale. The rationale for the TAP Local Talent project includes consideration of (a) the statewide and local need for an approach like the “Reach Method”, which has proven highly successful at Reach University, and (b) how the TAP Local Talent project is designed to address the need. *Statewide and Local Need:* As of the 2020–2021 school year, 7% of Arkansas’s teachers were uncertified or teaching out of field. Among the uncertified teachers currently in Arkansas classrooms, 57% are on Act 1240 waivers with the remainder including long-term substitutes (26%) and staff on emergency teaching permits (17%). In addition to uncertified teachers, 3% of teachers in Arkansas are currently teaching out of field on an Alternative Licensure Plan. These are teachers who are certified in some area(s), but not in one or more of the subjects they are currently teaching. Subject areas in which the state generally experiences shortages include secondary mathematics, English language arts, secondary science (including chemistry and physics), art, foreign languages (French), and special education (Division of Elementary & Secondary Education, 2020). However, teacher shortages are not evenly distributed throughout the state, rather, they are concentrated in districts that already struggle with other educational inequities, like high levels of poverty, overcrowded classrooms, and inadequate infrastructure (Koehler et al., 2018). Statewide, 30 districts have a workforce that includes at least 10% uncertified teachers. Of those,

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seven districts have more than 30% uncertified teachers. Of the 10 Districts within the Great Rivers Education Service Cooperative, 6 were classified as “Tier I Districts” or “First Priority” districts which represent the top 25% of districts in the state employing uncertified teachers in the 2021-22 school year. The remaining 4 were classified as “Tier II Districts” in which more than 5% of teachers are uncertified (Arkansas Department of Education, 2021). In two districts in the Great Rivers Education Service Cooperative, more than half of teachers are uncertified—56% in the Helena-West School District and 52% in Forrest City School District. During the initial project period, the Partnership will focus its efforts on 5 especially high-need districts, working within the high-needs schools that Great Rivers Service Cooperative serves. The initial districts were also selected because the racial/ethnic makeup of their classified personnel more closely reflects the racial/ethnic makeup of the student population, whereas their certified teachers identifying as White are overrepresented relative to the students they teach. As such, there is a pool of high-potential, representative, *untapped* talent in these districts, from which we will recruit teacher candidates. The high-need districts are: Helena-West, Forrest City, Marvell-Elaine, Brinkley, and Clarendon.

| Great Rivers Education Service Cooperative, Member LEAs & Schools (LEA Elig.) | | |
|---|--|--|
| HELENA-WEST SCHOOL DISTRICT | | |
| Areas of Need | Eligibility Criterion | Evidence of Eligibility |
| Poverty/Rural Area (Component A) | A1: Low-income families greater than 20% | 96.6% of Helena-West School District students are from low-income families |
| Teacher Need (Component B) | B2: High percentage of teachers with emergency, provisional, or temp certification or licensure | 56.3% of teachers are uncertified or teaching out of field vs. 7% statewide |
| High-Need Schools (Component C) | C3: Greater than 45% of students are eligible for | 100% of Central High School students are eligible for free lunch; 100% of JF |

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| | | |
|--|--|---|
| | FRPL | Wahl Elementary School students are eligible for free lunch |
| Helena-West Demographic Profile | | |
| Students of Color | Teachers of Color | Classified Personnel of Color |
| 98% | 82% | 95% |
| FORREST CITY SCHOOL DISTRICT | | |
| Areas of Need | Eligibility Criterion | Evidence of Eligibility |
| Poverty/Rural Area (Component A) | A1: Low-income families greater than 20% | 82.6% of Forrest City School District students are from low-income families |
| Teacher Need (Component B) | B2: High percentage of teachers with emergency, provisional, or temp certification or licensure | 52.4% of teachers are uncertified or teaching out of field vs. 7% statewide |
| High-Need Schools (Component C) | C3: Greater than 45% of students are eligible for FRPL | 100% of Central Elementary School students are eligible for free lunch; 100% of Stewart Elementary School students are eligible for free lunch; 100% of Forrest City Junior High School students are eligible for free lunch; 100% of Forrest City High School students are eligible for free lunch |
| Forrest City, Demographic Profile | | |
| Students of Color | Teachers of Color | Classified Personnel of Color |
| 94% | 60% | 83% |
| MARVELL-ELAINE SCHOOL DISTRICT | | |
| Areas of Need | Eligibility Criterion | Evidence of Eligibility |
| Poverty/Rural Area (Component A) | A1: Low-income families greater than 20% | 97% of Marvell-Elaine School District students are from low-income families |
| Teacher Need (Component B) | B2: High percentage of teachers with emergency, provisional, or temp certification or licensure | 39.6% of teachers are uncertified or teaching out of field vs. 7% statewide |
| High-Need Schools | C3: Greater than 45% of | 100% of Marvell High School students |

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| | | |
|--|--|---|
| (Component C) | students are eligible for FRPL | are eligible for free lunch; 100% of Marvell Primary School students are eligible for free lunch |
| Marvell-Elaine, Demographic Profile | | |
| Students of Color | Teachers of Color | Classified Personnel of Color |
| 93% | 43% | 93% |
| BRINKLEY SCHOOL DISTRICT | | |
| Areas of Need | Eligibility Criterion | Evidence of Eligibility |
| Poverty/Rural Area (Component A) | A1: Low-income families greater than 20% | 78.4% of Brinkley School District students are from low-income families |
| Teacher Need (Component B) | B2: High percentage of teachers with emergency, provisional, or temp certification or licensure | 30% teachers are uncertified or teaching out of field vs. 7% statewide |
| High-Need Schools (Component C) | C3: Greater than 45% of students are eligible for FRPL | 100% of Brinkley High School students are eligible for free lunch; 100% of C.B. Partee Elementary School students are eligible for free lunch |
| Brinkley, Demographic Profile | | |
| Students of Color | Teachers of Color | Classified Personnel of Color |
| 72% | 36% | 76% |
| CLARENDON SCHOOL DISTRICT | | |
| Areas of Need | Eligibility Criterion | Evidence of Eligibility |
| Poverty/Rural Area (Component A) | A1: Low-income families greater than 20% | 100% of Clarendon School District students are from low-income families |
| Teacher Need (Component B) | B2: High percentage of teachers with emergency, provisional, or temp certification or licensure | 16.2% of teachers are uncertified or teaching out of field vs. 7% statewide |
| High-Need Schools (Component C) | C3: Greater than 45% of students are eligible for FRPL | 100% of Clarendon High School students are eligible for free lunch; 100% of Clarendon Elementary School students are eligible for free lunch |

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| Clarendon, Demographic Profile | | |
|--------------------------------|-------------------|-------------------------------|
| Students of Color | Teachers of Color | Classified Personnel of Color |
| 71% | 16% | 20% |

While earning teacher certification alone does not guarantee a teacher’s effectiveness, the fact that so many schools have trouble finding teachers to even meet the certification bar demonstrates that there are opportunities in Arkansas to try alternatives in how districts recruit and retain great educators. The urgency of the issue can be seen in the academic performance of Arkansas students, who lag behind the national average on the National Assessment of Educational Progress (NAEP), also known as the Nation’s Report Card. In 2019, no more than 33% of Arkansas test-takers scored proficient or higher on any of the NAEP exams (Howell, 2019). TNTP conducted a teacher shortage study in Arkansas aimed at learning why some districts in Arkansas have greater teacher shortages than others. Research, community discussions and surveys helped identify three likely causes: (1) Many people who live in these areas do not possess the credentials (bachelor’s degrees) to obtain a standard teaching license. Many of the adults already living in the communities experiencing teacher shortages cannot easily become certified teachers because they lack bachelor’s degrees *and* access to institutions of higher education that award bachelor’s degrees because they live in “higher education deserts” where the nearest four-year institution is 50 miles away or more. While several alternative certification programs (discussed later in this application) exist in the state to train those with bachelor’s degrees in other fields to become teachers quickly and at relatively low cost, those without bachelor’s degrees are not eligible for such programs, and other eligibility requirements present barriers to entry into these programs. A prior TNTP study of paraprofessionals in five Arkansas Delta counties found evidence that these barriers are, in fact, preventing local

paraprofessionals from becoming certified teachers. More than one quarter of survey respondents indicated that they were unable to work and meet time commitments of traditional teacher preparation programs; 40% cited the cost of the credential program as a challenge; and 35% identified the cost of earning a bachelor's degree as a key factor preventing them from pursuing or earning licensure (TNTP, 2021). (2) A second likely cause of shortages is inadequate pay. For a teacher with a bachelor's degree and no experience, starting salaries vary widely across the state, from the state minimum of \$33,800 to a high of \$48,282 in northwest Arkansas's Springdale School District. These disparities only widen as teachers gain experience or additional degrees, with a teacher at the top of the salary schedule earning \$45,950 in a state minimum district compared to \$76,782 in Springdale—a difference of more than \$30,000 per year. While the highest paying districts are mostly concentrated in northwest Arkansas, there are neighboring districts with significant differences in salary statewide, likely contributing to teacher shortages in lower paying and rural districts. (3) Current incentive programs aren't reaching enough teachers. The Arkansas Department of Education has implemented several programs to help reduce the teacher shortage, especially in communities with large numbers of uncertified teachers. However, despite these opportunities and others, severe teacher shortages persist in some districts. To understand why, TNTP conducted a survey of teachers and paraprofessionals in seven districts with especially high teacher shortages. Based on those surveys, we identified several possible reasons current incentive programs are not adequately addressing shortages statewide: (a) Many prospective teachers aren't familiar with program details; (b) Many teachers or potential teachers do not qualify – or believe they do not qualify – for incentive programs; (c) Financial incentives are not large enough or not offered at the right time.

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How the TAP Local Talent Project Addresses our Partner LEAs Needs: Reach University has pioneered apprenticeship/job-embedded approach to addressing *both* teacher shortages in underserved districts *and* the lack of diversity in the teaching profession, by leveraging the existing talent at local schools—paraprofessionals, instructional aides, and other school and district personnel—to earn their Bachelor’s degrees and teacher certification in a supportive and inclusive environment, all while keeping their full-time position in their schools (the “Reach Method”) (**AP(f)(1-3)**). By pairing the unique alternative certification programs and supports offered by TNTP with Reach University’s job-embedded bachelor’s degree in Liberal Arts, teacher candidates will achieve certification in just *three* years, as opposed to longer, more traditional pathways to certification that can take five years or longer. The TAP Local Talent program brings the advantages of a traditional teacher residency, as described by the Learning Policy Institute and the National Center for Teacher Residencies: (1) Strong district/IHE partnership, (2) Tight nexus between theory and practice, (3) Two years of full job-embedded experience (more than a typical residency) prior to serving as teacher of record; (4) Designed to recruit diverse candidates from local community by enabling local AA holders to ascend to teaching jobs where they grew up, (5) Lots of mentoring for participants throughout. Notably, the TAP Local Talent Program doesn’t have some of the disadvantages of a traditional post-baccalaureate Teacher Residency: (1) The school doesn’t have to find budget to fund stipends for the teacher resident, because the position of the employee is already in the budget; (2) The candidate earns a living wage—not a stipend—because they are employed in a regular job at the schools, (3) The potential talent pool includes diverse and underrepresented candidates who might not be eligible for a traditional teacher residency because they don’t yet have their BA, and may not be able to live on a teacher residency stipend. Additionally, the TAP Local Talent

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Program has the advantages but doesn't have the disadvantages of traditional "alt cert" teacher preparation: When participants in TAP Local Talent become teachers of record, they already have 2+ full years of job-embedded experience in the school where they will teach (and in a community where they likely grew up), unlike alt cert participants who are often new both to the school and the community (and the state, even) where they begin their teaching career.

Presenting an opportunity such as the TAP Local Talent project to classified school and district personnel will be a boon for leveling the disproportionality of certified teachers of color to students of color, thereby increasing the diversity of the teacher workforce in some of Arkansas's most underserved school districts ([CPP2](#)). Our proposed approach represents a *reform* to the current teacher preparation models in Arkansas, which require that candidates enter teacher certification programs having already earned a bachelor's degree. This requirement has been a significant factor in contributing to Arkansas's teacher shortage, excluding interested educators from becoming certified teachers by erecting barriers that many potential candidates cannot scale simply because of access to institutions of higher education and the need to maintain a household income (Avent, 2020). Access to four-year institutions is a major equity issue in the United States, as the vast majority of four-year institutions are concentrated in urban areas, leaving ex-urban and rural communities few *or no* choices—or in other words, an "education desert." Geographic inequality often translates to economic inequality because access to degree-bearing institutions is key to promoting upward mobility in the United States, yet it is often overlooked in conversations around college access and opportunity. "However, research shows that place matters in education and has lasting consequences on educational opportunities" (Hillman, 2019). The TAP Local Talent project addresses these barriers **and fully dismantles them.**

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As opposed to a bachelor’s degree program that is disconnected from teacher preparation, Reach University’s Bachelor’s Degree in Liberal Arts begins preparing students as teachers from the very start, leveraging their work in their local schools as opportunities to apply classroom learning immediately in a real-world–real classroom–setting. With the student’s intimate knowledge of the local school and district context, the TAP Local Talent project ensures participants will be ready on day one to deliver high-quality instruction in their home communities. Detailed descriptions of Reach University’s Bachelor’s Degree in Liberal Arts are provided later in this proposal. Reach’s partnership with TNTP, providing curriculum, preparation, mentoring, and ongoing support, presents a holistic, efficient approach to preparing certified teachers on a condensed timeline (3 years) to teach *in the schools and districts they already call home* (GP(b) and AP1(a)(1)(i)).

| Undergraduate Program | | Post-Bac Stage |
|---|---|---|
| Year 1: Pre-Residency | Year 2: Residency | Year 3+: Teacher of Record |
| <p><u>Job-embedded junior year of college</u></p> <p>Candidates work as paraprofessionals or aides while completing junior year content and pedagogy courses in social science and math.</p> | <p>Teacher Residency plus <u>job-embedded senior year of college</u></p> <p>Candidates assume increased responsibility as residents under a mentor teacher while completing senior year content & pedagogy courses in literacy and the sciences.</p> | <p>Teacher of record with ongoing training</p> <p>Candidates serve as full-time teachers of record while receiving ongoing training in an alt cert teacher credentialing program, optionally earning a master’s degree concurrently.</p> |

program with an Associate’s Degree and enroll at Reach University to earn their Bachelor’s Degree in Liberal Arts with a concentration in teaching. The Bachelor’s Degree will be completed in two years.

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teachers and students every day. During the first year of the program (which is the first year of their Reach University BA), students will get on-the-job learning experiences, taking liberal arts coursework in social studies and math, while also taking teaching methods coursework each semester and earning credit for applying various methods in their home schools (**AP(b)(1)**). At the end of a student's first year, they will enroll in TNTP's certification program so that in their second year of the program they are completing their BA *and* beginning certification coursework, all while remaining in their position at their home school. During this second year, students will take liberal arts coursework in English and science, continue taking teaching methods coursework, as well as earning credit for applying those methods in their home schools (**GP(f)(5)(ii)**). They will also begin to work with a mentor teacher, take on increased responsibilities in the classroom, and begin taking certification coursework (**AP(a)(1)(ii)**). At the conclusion of the student's second year of study, they will complete their Bachelor's Degree and spend the summer participating in a three-week field experience. During this field experience, teacher candidates will continue taking certification coursework *and* teach summer school courses to K-12 students in their certification area (**AP(c)(7)**). At the end of this three-week field experience, a teacher's performance will be evaluated and it will be determined if they are prepared to move into a teacher of record role. If they are not yet prepared to do so, they will participate in additional support and coursework in a "Gear Up" intensive prior to moving into the teacher of record role in the Fall. At the start of a candidate's third year, they will serve as teachers of record in their home school (or placement school, depending on local District needs) (**AP(c)(6)**), finish certification coursework (**AP(b)(2)(i-iv)**), receive coaching from a mentor teacher (**AP(c)(3)**), and continue their cohort experience as part of the new teacher induction

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process (**AP(c)(1)(i-ii)** and **AP(c)(2-8)** and **AP(d)** and (**AP(b)(4)**). The candidate’s progress through the program is shown in the table below (**IHE Elig.**).

| TAP Local Talent, BA to Certification Timeline Reach University = Blue; TNTP = Purple | | | | |
|--|---|---|---|--|
| | Fall | Spring | Summer | Milestones |
| Year 1 | Paraprofessional Role in Home School/District; Reach University BA Coursework; Teaching Methods and Placement Courses | Paraprofessional Role in Home School/District; Reach University BA Coursework; Teaching Methods and Placement Courses | Praxis Test Preparation; Cohort Experience | Candidate chooses and enrolls in TNTP’s certification coursework |
| Year 2 | Paraprofessional Role in home District/School; Reach University BA Coursework; Cohort Experience; Certification Coursework; Teaching Methods and Placement Courses; Mentorship & Gradual Release of Teaching Responsibilities | Paraprofessional Role in home District/School; Reach University BA Coursework; Cohort Experience; Certification Coursework; Teaching Methods and Placement Courses; Mentorship & Gradual Release of Teaching Responsibilities | Cohort Experience; New Teacher Induction: 3-Week Summer Field Experience; Performance Evaluation; Praxis Test Preparation | Candidate earned BA Degree from Reach University; Candidate is hired into a teacher of record role |
| Year 3 | Cohort Experience; Teacher of Record Role; Certification Coursework; Mentorship | Cohort Experience; Teacher of Record Role; Certification Coursework; Mentorship | Finishes certification coursework | Candidate earns teacher certification |

The project design reflects the identified needs of Great Rivers districts (see Appendix B: Needs Assessment) to quickly move teacher candidates from preparation to practice, while leveraging their existing workforce (paraprofessionals, instructional aides, etc.) who are already acclimated to local contexts. As stated above, by Year 4 of the grant period, 288 fully-certified teachers who reflect the demographics of their schools will be placed in high-need teaching positions (**AP(b)(5)**). While there are a number of teacher preparation programs in

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Arkansas that attempt to address critical teacher shortages (discussed later), the TAP Local Talent project is the only option that does so quickly and efficiently through a seamless and supportive process that has greater likelihood of retaining participants compared to other preparation programs. As noted in a previous section, there are a number of barriers that prevent potential teacher candidates from entering programs that will lead them to their certifications, most of which are related to program access (e.g., education deserts) and cost. The TAP Local Talent project removes the access and cost barriers, presenting a comparatively rapid pathway to teacher certification.

(ii) Goals, objectives and outcomes to be achieved are clearly specified and measurable: The TAP Local Talent project was conceived to address two long-term visionary goals: to end Arkansas's structural teacher shortage by 2027 and achieve an Arkansas student-teacher demographic match by 2030. *Goals, Objectives, and Expected Outcomes:* The overarching vision for the TAP Local Talent project is to provide an efficient, cost-effective, and impactful pathway for currently-employed school-based personnel to earn their bachelor's degree and then teacher certification, ultimately becoming high-quality teachers in their home communities. Years 1 and 2 of the grant period will focus on developing comprehensive outreach and recruitment plans, along with vision and goal setting with Great Rivers Education Service Cooperative and starting the program's first cohort, with expansion plans to other high-need districts and schools in two additional Education Service Cooperatives for Years 3 and 4 of the grant period (**GP(f)(1)**).

Goal 1: *Launch a teacher preparation program that meets the needs of our local district partners.* **Objective 1.1:** Form TAP Local Talent Leadership Team, consisting of key personnel from TNTP, Reach University, Great Rivers Education Service Cooperative, and high-need districts, to develop a comprehensive communication and project execution plan outlining district-specific goals, partner responsibilities, workflow, and evaluation data gathering.

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Objective 1.2: Form Mentorship Team that will oversee implementation of induction program specifics and mentor teacher development and recruitment. Objective 1.3: Develop candidate recruitment plan and strategy that targets underrepresented populations, including educators of color, creates a marketing strategy to invest in individuals to teach in rural communities and specific shortage areas such as math, science, special education, and multilingual learners. The strategy will also target recruitment of paraprofessionals as well as mid-career professionals in sectors outside of education.

Outcomes Related to Goal 1: (1) prepare, graduate, and place 288 high-quality, fully-certified teachers in high-need schools served by the Coop by the end of the grant period, and 650 fully-certified teachers by the end of project year 6; (2) recruit a diverse candidate pool so that greater than 50% of program completers identify as BIPOC; (3) develop a pipeline of fully-certified teachers who are qualified to teach in high-need subject areas, such as math, English language arts, and science, in high-need schools.

Goal 2: *Prepare, support, and retain new teachers, including new teachers who identify as BIPOC, in schools identified as “high-need”.* Objective 2.1: Recruit a pipeline of high-potential, local school-based personnel that reflect the demographics of their home communities (Y1: 25 recruits that enter TNTP's induction program directly, Y2: 100 recruits to begin in BA program, Y3: 300 recruits, Y4: 500 recruits). Objective 2.2: Identify and select high-quality, local educators to serve as Mentors to new teacher candidates

Outcomes Related to Goal 2: (1) provide mentorship support to ensure that 80% of teacher candidates entering the program will complete the program and become a teacher of record beginning in year 3 of their program (Year 4 of the grant period); (2) ensure that teacher candidates are reflective of the local community and 90% of program completers are hired by their “home” district; (3) provide a continuum of professional development opportunities so that

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90% of teachers hired by their “home” districts are retained in their teaching positions for a minimum of five years.

Goal 3: *Scale, replicate, and sustain the teacher preparation program so that it serves additional teacher candidates in additional high-need LEAs in eastern Arkansas.* Objective 3.1: Develop

and implement a continuous cycle of review and feedback that considers qualitative and quantitative data to assess effectiveness of the project at meeting stated goals and objectives.

Objective 3.2: Assist partner LEAs and Education Service Cooperatives in identifying, applying for, and securing funding (e.g., federal, state, local grant programs) to ensure they are positioned to assume project responsibilities and sustain the program beyond grant funding. Objective 3.3.:

Ensure that interested candidates can access the pathway *regardless of socioeconomic status*, by providing guidance to local partners in leveraging Registered Apprenticeship Program dollars, braiding these Department of Labor funds (now made available for teacher preparation), with DoE Title IV Pell funding, working with Great Rivers (and other Education Service Cooperatives) as the RAP sponsor, to ensure the TAP Local Talent model is sustainable on a combination of RAP and Pell grants so candidates can go through the BA pathway and induction year *without any tuition or debt*.

Outcomes Related to Goal 3: (1) establish partnership agreements with two additional education service cooperatives representing high-need LEAs in south and southeastern regions of Arkansas in Year 3 of the grant period; (2) leverage federal funding programs for workforce development and student aid to ensure program costs are fully subsidized for teacher candidates and the project is sustained beyond TQP grant funding.

Goal 4: *Prepare candidates who are ready to lead instruction and engage students in learning that prepares them for high levels of achievement in college, career, and life.* Objective 4.1:

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Candidates are working in roles (clinical experiences) that are aligned to their coursework and support their development as a teacher. Objective 4.2: Candidates agree the support (coaching, mentorship) from the program is improving their teaching practice. Objective 4.3: Candidates feel prepared to teach and support all of their students to meet their learning goals (perception surveys centered around use of high-quality instructional materials and responsive teaching practices)

Outcomes Related to Goal 4: (1) serve more than 13,000 students across 34 schools in 10 districts in the Great Rivers service area over the course of the grant period; (2) increase student achievement outcomes (academics, social-emotional) from baseline levels established in the new teachers' first year of service.

(iii) Project is part of a comprehensive effort to improve teaching and learning, and support rigorous academic standards for students: Arkansas's State Department of Education has implemented a number of local and statewide efforts to address critical teacher shortages. However, none are designed to specifically dismantle barriers to accessing preliminary requirements for teacher certification (i.e., Bachelor's degree requirement) and leverage interested candidates from local LEAs. Below is a list of Statewide programs that offer non-traditional approaches to teacher certification along with their entry requirements and/or other potential barriers to entry for interested candidates. *Partnerships with community colleges:* Access issues related to potential candidates' distance to campuses. This partnership represents the first step in a multi-step and multi-institution process, which can encourage program disengagement. *Teach for America:* Bachelor's degree required. Teachers are not local to Arkansas, therefore lacking in contextual knowledge of the location in which they are tasked with teaching, and further, are unlikely to remain in their placement schools after their Teach for

their likelihood of completing their pathway to becoming a fully-certified teacher of record (Hu & Ma, 2010). Reach University and TNTP are approved to lead an Arkansas Professional Educator Pathway (ArPEP) alternative certification program in partnership with the Division of Elementary and Secondary Education (DESE) within the Arkansas Department of Education (ADE) and Arkansas Educational Service Cooperatives. Given the seamlessness of this approach, we expect to dramatically increase the number of school-based personnel seeking their teacher certification.

Project Design Components are Based in Research. Component 1: Candidates are recruited from local high-need LEAs, ensuring that new teachers will reflect the student population they will serve. Why are we targeting paraprofessionals /instructional aides? Paraprofessionals and instructional aides often want to be teachers, and already have relevant experience due to the time they've spent in the classroom (Dai et al., 2007). Most paraprofessionals entering teaching programs have at least four years of experience in the classroom and a higher rate of retention than others entering the profession (White, 2004). Paraprofessionals usually seek to teach in the communities they grew up in, live in and raise children in (Chopra et al., 2004). They tend to reflect the composition of the student body, which research shows helps increase student achievement (see racial/ethnic makeup of classified personnel in partner districts compared to racial/ethnic makeup of students in those districts at the beginning of this project narrative). The work itself—the job-embedded experience of a paraprofessional—is comparable to a long-term clinical experience, which constitutes strong preparation for teaching (Coggshall et al., 2012).

Why are we working to increase the diversity of the teacher workforce in Arkansas? As demonstrated above, teachers in high-need districts within the Great Rivers Education Service Cooperative do not reflect the demographics of the students they teach. This reality is

consistent across Arkansas overall. However, multiple bodies of research have demonstrated that there are long-term benefits of a more diverse teacher workforce. Students of color that have at least one same-race teacher experience increased academic achievement, are less likely to be suspended or expelled, have fewer unexcused absences, are more likely to graduate from high school, and demonstrate improved aspirations and feelings of school connectedness (Carver-Thomas, 2018). This same research has concluded that increasing the diversity of the teacher workforce has benefits to white students as well (Heubeck, 2020).

In order to meet our stated goals and objectives related to recruiting, preparing, and retaining a diverse pipeline of high-quality teachers, the TAP Local Talent project team will engage in the following activities with our partners: *Vision & Goal Setting*. Using historical data and current vacancy projections, set overall application targets and benchmarks to track progress throughout the recruitment cycle; Review available data on current regional population trends related to enrollment and demographics, as well as connect with community organizations to understand community needs and establish connections that could support recruitment efforts; Utilize demographic data from Reach University students, Great Rivers Educational Service Cooperative K-12 students to set diversity targets representative of the student population; Connect with current school leaders and educators of color for insight; Develop a compelling value proposition that highlights the unique strengths of the program while appealing to candidate needs and motivations; Design an overall recruitment strategy that targets underrepresented populations, including educators of color, creates a marketing strategy to invest individuals to teach in rural communities and specific shortage areas such as math, science, special education, and multilingual learners. *Recruitment Support & Implementation*: Creating a message framework that could support the region's efforts to

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recruit teachers of color and recruit candidates in rural communities; Create marketing materials (e.g., one-pagers that articulate employee value proposition); Draft and send direct outreach to community organizations, local colleges and universities, local school leaders and other recruitment partners to source potential candidates; Design a referral incentive program to encourage local community members to promote the program through their personal and professional networks; Build an engaged pipeline through a personalized cultivation strategy to deepen investment from applicants and increase application submission rates, as budget allows; Create materials and lead information sessions for prospective candidates; Develop a Program Ambassador program to connect program alum with prospective teachers; Sharing best practices regarding cultivating candidates through the interview and hiring process to ensure the pool translates to hires.

Component 2: Candidates are prepared through research-based instructional programs that

develop knowledge and skills related to theory and practice. Year 1-Year 2 (Reach University

Bachelor's Degree in Liberal Arts): Reach University was purpose built to end teacher

shortages—particularly in remote rural areas—by allowing school districts to upskill their non-

teaching staff via our apprenticeship degree model, where half the credits for a BA in Liberal

Arts arise from on-the-job work, and half come from accessible, online seminars. Early

indicators suggest that our apprenticeship approach drives structurally different outcomes in

recruiting and retaining underrepresented teachers in the geographies that need them most. This

is achieved through content-focused coursework in English, math, Science, and social studies

that is aligned to our six Program Learning Outcomes developed in collaboration with Oxford

Teachers College faculty and Reach University faculty in the arts and science disciplines

(AP(b)(3)): PLO 1: Apply an interdisciplinary framework to competencies in history, culture and

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aesthetics and how it contributes to our understanding of the world. PLO 2: Explain issues related to equity and social justice. PLO 3: Demonstrate effective oral and written communication. PLO 4: Apply quantitative and qualitative information and equations. PLO 5: Describe the diverse perspective culture plays in the development and ongoing structures of society. PLO 6: Demonstrate occupational and job-specific competencies including professionalism, ethics, and content integration. The following table represents the course sequence students will take while earning their Bachelor’s degree in Liberal Arts with a concentration in teaching.

| Course | Time-line | Course | Time-line |
|--|-----------|---|-----------|
| College Grammar | Fall, Y1 | Bootstrap Coding | Fall, Y2 |
| Arts in Education | Fall, Y1 | Arkansas History | Fall, Y2 |
| Intro to Teaching Methods | Fall, Y1 | Physical Science | Fall, Y2 |
| World History: Critical Approaches for Educators | Fall, Y1 | Earth Science | Fall, Y2 |
| US History: Critical Approaches for Educators | Fall, Y1 | Biology | Fall, Y2 |
| Politics and Government: Critical Approaches for Educators | Fall, Y1 | Methods: Establishing Foundations for Teaching & Learning | Fall, Y2 |
| Methods: Establishing Foundations for Teaching & Learning | Fall, Y1 | Science of Reading | Sprg, Y2 |
| Numbers & Operations | Sprg, Y1 | Literacy in the Classroom | Sprg, Y2 |
| Algebraic Thinking | Sprg, Y1 | Literacy | Sprg, Y2 |
| Geometry, Data, Probability | Sprg, Y1 | Methods: Establishing Foundations for Teaching & Learning | Sprg, Y2 |
| Methods: Establishing Foundations for Teaching & Learning | Sprg, Y1 | | |

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Year 2-Year 3: Methods coursework prepares students with teaching pedagogy (**AP(b)(2)(iv)(A-B)**). Placement coursework is provided where students earn credit for applying acquired knowledge and skills into the classroom (**AP(c)(2)**). Through the New Teacher Induction and 3-week Summer Field Experience, candidates spend classroom centered time teaching and training alongside mentor teachers while also receiving 1:1 coaching and feedback (**AP(d)**). Included in the training are sessions focused on pedagogy and curriculum-centered planning, classroom management, and diversity, equity, and inclusion (**AP(a)(2)**); surveys of participant and site staff perceptions of the training; and observation and feedback by fully qualified coaches. During school-year certification coursework, participants receive support and training for a full school year following completion of pre-service training. Training is delivered via a mix of synchronous online and asynchronous online coursework, with staff monitoring completion and grading assignments along the way. Coursework is focused on preparing teachers to be reflective practitioners that can create responsive classrooms and provide rigorous academic content aligned to high-quality instructional materials (HQIM) (**CPP3** and **CPP4**). This coursework will ensure teachers are prepared to be successful in their classrooms and enable participants to complete certification requirements.

The shift to more rigorous materials brings significant technical and adaptive challenges that require deliberate change management efforts at the district and school level. This is especially true considering that many of the practices that are the foundation of high-quality instructional materials (HQIM) may represent significant shifts in instructional practices. To make those changes—and reach the goal of improving outcomes for students—everyone, from teachers to district and regional leaders, needs access to strong instructional materials and quality

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professional development to build their capacity to effectively implement HQIM and utilize research based instructional practices to return better learning outcomes for all students.

TNTP's theory of impact for curriculum implementation work is centered on addressing the complexities of the significant change management required for successful implementation at all levels of a school district. At the center of this support are quality professional learning and coaching opportunities for our teacher candidates that are relevant, research-based, and targeted to the most critical background knowledge and skills needed to successfully launch and improve curriculum implementation. To ensure successful HQIM implementation and support for students and families, stakeholders must understand the research that underpins the selected products, strong instructional materials, and the tenets of high-quality literacy (**AP(b)(v)**) and math instruction so that they can A) implement instruction with integrity and fidelity, B) become "critical consumers" of instructional materials, C) effectively adapt materials for students with unique needs, and D) identify where there may be gaps in the resources provided. To reach these goals, teachers will participate in a monthly professional learning communities (PLCs) focused on these elements. Professional Learning Communities provide an inquiry-based approach to facilitate reflective practitioners that use results-oriented action steps to clarify what students must learn, monitor their learning on an ongoing basis, provide interventions when needed, and collaborate to continuously improve—both their teaching craft and student outcomes (Leaning Forward, 2015).

Reach and TNTP will utilize research-based instructional development coursework aligned with Arkansas state standards for all certification areas (**AP(a)(i-ii)**). The cutting-edge, research-based, and engaging online lesson includes content-specific coursework, best practices for serving students with learning and thinking differences, multilingual learners, and gifted &

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talented students (**AP(b)(2)(i-iii)** and **AP(b)(2)(iv)(A-B)** and **AP(b)(2)(v-vi)** and (**AP(b)(6)**).

TNTP's comprehensive Science of Reading Course consists of six self-paced modules that can be completed in approximately 35 hours. The Course is anchored in the cognitive science of reading development and the research evidence behind effective reading instruction

(**AP(b)(2)(vi)**). (As an example of the course's effectiveness, to date, 100% of course completers in Texas have passed the Texas Education Agency's Science of Teaching Reading exam). The TAP Local Talent program will leverage TNTP's Science of Teaching Reading coursework, taking complicated cognitive research and translating it into engaging, palatable and practical learning experiences that teachers can digest and apply in concrete terms to their teaching practice (**AP(g)(1-4)**). A team of early literacy expert reviewers vetted and approved the course content (**AP(b)(2)(vi)**). Reviewers include [REDACTED], an early literacy expert, [REDACTED], professor of Special Education in the Neag School of Education at the University of Connecticut, [REDACTED], nationally-recognized reading expert, and [REDACTED], a nationally-certified literacy coach.

Component 3: Candidates receive high-quality mentoring and support throughout their time in the program. The instructional coaching and mentorship development program components mean that Mentor teachers are trained by TNTP to be expert instructional coaches to support teachers throughout their first year as a teacher. Mentor teachers will receive a stipend and CEUs for their training and professional development that they participate in partnership with TNTP (**AP(c)(8)(i-iii)**). Research shows that teachers improve their instructional skills through practice and feedback and, as a result, practice and feedback are central to our coaching approach for new teacher candidates. Our coaching model is effective because it is job-embedded, ongoing, one-on-one, and can be differentiated (**AP(c)(1)(i-ii)** and **AP(c)(6)**). More importantly, research has

found that coaching is the most effective form of professional development for teachers. Multiple bodies of research have continued to show that when teachers engage in infrequent and decontextualized training, less than 20% of new practices were implemented. However, when coaching is combined with training, implementation of those new practices rises to between 80% and 90% (Joyce & Showers, 1982). Furthermore, research and practice continue to demonstrate that supporting new teachers in their first years of teaching is where the focus should be if we want teaching quality and retention. Studies have shown that well-designed mentoring programs lower the attrition rates of new teachers. Yet to be successful, a mentoring program must have focus and structure (Holloway, 2001). TNTP will ensure that there is an aligned approach with high quality instructional coaching, along with a structured, focused mentoring program inside of each school (**AP(c)(5)** and **AP(c)(3)**).

TNTP employs a multi-measure performance screen that incorporates the use of edTPA alongside TNTP's performance measure, Assessment of Classroom Effectiveness (ACE), and will be used to determine which candidates are ready to enter the classroom (from pre-service training) and become certified (**AP(c)(1)(ii)**). Our ACE performance screen will include several observation scores conducted by their coaches throughout the course of their first and second years in the program (**AP(c)(1)(i-ii)**).

Component 4: Focus on social-emotional learning and development, and culturally responsive teaching practices that promotes educational equity (**CPP3** and **CPP4**). Compelling national evidence suggests that a school's emphasis on social and emotional learning is correlated with student academic gains and improved attitudes about self, others, and school, as well as reduced teacher burnout (CASEL, 2003). Teachers skillful in social and emotional learning build supportive environments by helping students understand and process their own emotions—

fostering a sense of community and encouraging positive peer interactions. Reach and TNTP ground their thinking on social and emotional learning in CASEL's SEL Framework, which holds that school communities can implement a variety of strategies to build students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Directly related to social and emotional competence is a teacher's ability to foster positive relationships with students through communication of expectations and values, taking students' perspectives into account, providing help and advice along with instruction, and creating a supportive environment for students to thrive (Rimm & Sandilos, 2015). The Reach/TNTP team alongside school-based mentors will coach and support new teachers to cultivate positive student learning mindsets, foster strong relationships with students, create culturally responsive, supportive, and engaging learning environments, and provide opportunities for students to engage in positive productive struggle (**CPP3**). The program will provide opportunities to plan for the incorporation of social and emotional skills that students will need to be successful when tackling grade-level assignments and interacting with peers and adults (**CPP4**).

TNTP and Reach have experience supporting teachers and leaders to implement culturally responsive teaching and social and emotional learning best practices for students, particularly for students of color (**AP(c)(7)** and **CPP3** and **CPP4**). As an example, in 2019 TNTP was named as a Cultural Proficiency vendor for the Commonwealth of Massachusetts Department of Elementary and Secondary Education (MA DESE) to lead cultural proficiency professional development training for all staff that work on recruitment, hiring, support and retention of new teachers. Responsive teachers recognize the assets and strengths of their students and implement strategies that build bridges between students' personal and academic

lives. Public school classrooms around the country are micro-communities composed of students from diverse backgrounds—who experience a wide array of social and economic norms and beliefs that provide them with what Moll et al. (1992) describe as “funds of knowledge”. Educators play a vital role in ensuring classrooms are socially equitable and empowering places to learn by employing instructional practices that both affirm and leverage the cultural and community-based assets that students bring into the classroom to enhance their learning experiences (Swindler Boutte & Hill, 2006). Teachers who are prepared to build safe, thriving, and equitable classrooms and recognize the inherent value of every student are better able to directly oppose the systemic educational inequities that often hold students back from achieving their greatest academic and social potentials (Erickson, 1987) (Gay & Kirkland, 2003).

Throughout the preparation experience, the TAP Local Talent project team will ensure that: Culturally responsive teachers possess a high social-emotional intelligence and are aware of their emotions, how they affect relationships with students and how relationships translate into student outcomes (**CPP3**); Using knowledge of their students’ backgrounds, culturally responsive teachers organize strong learning communities, create challenging learning goals, differentiate instruction based on student needs to make learning more relevant and effective for them (**AP(b)(2)(A-B)** and **CPP4**).

While foundational classroom management strategies—like clear expectations and routines, active supervision, specific feedback, high rates of opportunities to respond, and a physical environment conducive to learning—have strong empirical support in the literature (Erickson, 1987) (Gay & Kirkland, 2003), culturally-responsive teachers understand and leverage the cultural backgrounds of their students in order to minimize conflicts related to definitions and expectations of appropriate behavior (Weinstein et al., 2004).

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Classroom Environment modules will be created and led by TNTP staff with the support of the Great Rivers Site Training Coordinators. Modules will draw upon a balanced research basis from Teaching Like a Champion (Doug Lemov), Culturally Responsive Teaching & the Brain (Zaretta Hammond), and more. To ensure these best practices move beyond knowledge and are directly applied in the classroom, the principles of practice are embedded into each learning session and in the field coaching experiences support new teachers in utilizing and incorporating these techniques and practices (**AP(c)(1)(i-ii)** and **AP(c)(2)**).

Component 5: Sustainable and scalable program that will meet the long-term needs of Arkansas's elementary and secondary education system. There are approximately 1.3 million classroom aides in schools throughout the United States. If just a *fraction* of those aides entered the teaching profession, the teacher shortage crisis would be solved. The TAP Local Talent project looks specifically to this school-based population of *untapped* yet high-potential personnel to become teachers. While the TAP Local Talent project in this proposal addresses the needs of high-need districts in Arkansas, there is nothing preventing this model from being implemented *nationwide* in high-need districts and schools. To this end, and to ensure that this model is scalable and sustainable, Reach University and TNTP will help our LEA partners leverage state funding programs and guide LEAs in adapting staffing models that support more efficient and cost-effective utilization of school-based roles to support new teacher development (e.g., mentor teachers, master teachers, and school-based coaches) that ensure this project has long-lasting impacts on teacher shortages in the Arkansas Delta region. As one of the project's stated goals, the TAP Local Talent project team will help secure Registered Apprenticeship Program dollars, paired with DoE Title IV Pell funding to ensure the TAP Local Talent model is sustainable on a combination of RAP and Pell grants so candidates can go through the

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Bachelor's degree pathway and induction year *without any tuition or debt*. Again, the ability to leverage these funding streams is not unique to Arkansas and can be implemented and scaled in districts across the nation.

(v) Methods/strategies for receiving performance feedback and continuous improvement:

Providing teacher candidates frequent and contextualized feedback will be critical to our efforts in preparing high-quality teachers. To this end, the project will use the following qualitative and quantitative tools to provide and receive feedback for continuous improvement: Summer training performance screen, including additional support through Gear Up for candidates if needed; Instructional monthly coaching cycles based on our coaching framework; Assessment of Classroom Effectiveness (ACE) performance evaluation of candidates during lead teaching year: Evaluation cycles; Student perception surveys; School leadership surveys.

(vi) Project is designed to build capacity and yield results that will extend beyond the period of

Federal financial assistance: In close partnership with Great Rivers Education Service Cooperative, Reach University and TNTP will establish a project leadership team that will monitor the implementation of the project and its progress toward meeting goals and objectives. The leadership team will meet at least monthly to engage in conversation on the elements that are working and what might need to be adjusted in specific district or school contexts. Furthermore, Reach and TNTP have direct relationships with decisionmakers at the state department of education level; as such, initiatives that are implemented in the Great Rivers service area will be previewed to state education leaders with the intention of getting their insight and feedback on the project's impact in Great Rivers and its potential to scale.

Additionally, maintaining close partnerships with folks on-the-ground is required. To accomplish this and ensure the project continues beyond grant funding, Reach and TNTP will

engage in the following activities with Great Rivers immediately, and future education service provider partners in the latter period of the grant: *Developing a Shared vision*: Ensuring alignment between the project and the partner LEA is essential to achieving high-quality outcomes in a teacher preparation program. Here, Reach and TNTP will prioritize up-front vision alignment as a foundational part of the planning process. *Recruitment strategy*: This project relies on a relatively untapped source of talent in non-teaching district personnel and other professionals from the community. As such, Reach and TNTP work with Great Rivers and future cooperatives to align and streamline recruiting efforts and hiring/admissions processes. *Plan for program evaluation*: As part of the planning process, the project team will work both internally and with an external evaluator to establish a continuous improvement strategy, leveraging collect formative, summative, and long-term outcomes data. *RAP, WIOA & Pell funding strategy*: Reach brings unique expertise in Registered Apprenticeship Program (RAP) and Workforce Opportunity and Innovation Act (WIOA) funding, which can support both degree costs and certification costs.

B. EVALUATION

(i) Methods of evaluation will provide valid & reliable performance data on relevant outcomes.

Education Analytics (EA), a non-profit research and analytics organization with experience in supporting large-scale evaluations of teacher pipeline programs including a recent SEED-supported alternative certification program (see appendix for additional information), will conduct an independent evaluation of TAP Local Talent. Guided by the logic model (see appendix C), the evaluation will address the nine questions shown below.

Table E1. Evaluation Questions for TAP Local Talent Project

| Implementation |
|--|
| 1. Are program activities implemented as intended? |
| 2. What is the completion rate for participants overall and through the stages of the program? |

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| |
|---|
| 3. Do participants perceive that the program is a feasible and cost-effective path for them to earn degrees and become teachers? |
| 4. Is the program as implemented in the partner regions and districts sustainable and scalable? |
| Impact |
| 5. Are positions which have historically gone unfilled or been filled late more likely to be filled with TAP Local Talent graduates? |
| 6. Are teachers prepared by the program more likely to be Black, Indigenous, or People of Color (BIPOC) and better match the racial/ethnic composition of the student population than teachers hired from other pathways? |
| 7. Are teachers who complete the program as or more effective than a matched comparison group of new teachers in the regions? |
| a. With respect to teaching practice |
| b. With respect to student outcomes |
| 8. Do teachers who complete the program have higher 1, 2, and 3 year retention rates compared to a matched comparison group of new teachers in the regions? |
| Cost |
| 9. What is the cost per completer of the program? |

The next sections describe how the evaluation will address these questions using a combination of methods and provide formative feedback to program stakeholders.

Implementation. The implementation strand of the study will both provide context to interpret impact results and provide formative feedback to program administrators for program improvement. In Year 1, EA will develop a set of implementation indicators in cooperation with the TAP Local Talent partners that will be customized to each site. We will also adapt EA’s Sustainability Framework (from prior alternative route evaluations) and the scale-up literature to set sustainability and scale-up potential benchmarks and guide data collection. Initial interviews and document review will be used to begin describing implementation. In years 2-4, interviews, focus groups with participants, and participant surveys will be done in the fall and spring. Administrative data (e.g., on completion rates) will be collected annually. Reports will be provided to the partners in the form of fast response memos after focus group or survey administrations, and comprehensive annual summaries. Building on prior evaluations of TNTP educator preparation programs, we will develop semi-structured interview and focus group protocols to

guide data collection, and use trained interviewers and focus group facilitators. We will also collect and analyze measures of educator competencies/knowledge and skill developed by the program, using measures developed by TNTP.

Impact. To ascertain whether positions which have historically gone unfilled or been filled late more likely to be filled with TAP Local Talent graduates (EQ5), we will work with districts to identify these positions by school and certification, then use historical administrative data to examine the trend in late filling or filling with a substitute over time, and of any change is due to hiring of program graduates. To assess the degree to which teachers prepared by the program are more likely to be from underrepresented groups and better match the racial/ethnic composition of the student population than teachers hired from other pathways (EQ6), we will use administrative data on new hires in years 2-5 of the program to compare raw proportions of new teachers by race/ethnicity and also to the student population proportions. We will also use logistic regression to estimate the probability of a new hire's being from an underrepresented group, controlling for school fixed effects, school need, and year effects. Though not causal, estimating the model, $y_{jst} = \beta_0 + \beta_1 TAP_j + \alpha_t + \gamma_s + \epsilon_{jst}$ (where y_{jst} is the demographic characteristics of teacher j teaching in school s in year t , TAP_j is equal to 1 for teacher j who was trained by the TAP Local Talent program, α_t are year effects and γ_s are school effects). The parameter of interest is β_1 , which provides an estimate of differences in the likelihood of being a BIPOC between TAP Local Talent and other new teachers. A quasi-experimental design will be used to compare teacher effectiveness and retention outcomes of matched samples of teachers. We will assess impact on three facets of teacher effectiveness (EQ7): 1) instructional practice, as measured by ratings on districts' teacher evaluation systems; 2) student achievement in mathematics and English language arts; and 3) student attendance. For instructional practice, we

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will begin by exactly matching teachers by experience and grade band, then use propensity score matching (PSM) to identify a comparison sample teaching in demographically similar schools and classrooms. After assessing baseline equivalence (covariate balance between the groups) we will use multilevel regression with teachers nested in schools to estimate the average difference in evaluation scores for those performance dimensions most relevant to classroom practice, controlling for classroom demographics and school level. For student outcomes, we will begin by exact matching on grades and subjects taught then use PSM to construct matched samples of the students of program participants and other new hires. After assessing baseline equivalence (covariate balance between the groups) we will use multilevel regression with students nested within teachers and schools to estimate the average difference in outcomes between students of participants and comparison teachers, controlling for student characteristics including economic disadvantage, race/ethnicity, special education and English learner status, prior achievement and/or prior absences. We will have 80% power to detect a difference in student outcomes of .16 and a difference in 15 percentage points for 2-year retention (see Appendix H).

For retention outcomes (EQ 8), we will exactly match new hires from each cohort of the program with new teachers from other pathways. on experience and certification, then use covariate balance propensity score matching (Imai & Ratkovic, 2014) to match on school or classroom student demographics. We will then use multilevel logistic regression with school random effects and controls for teacher experience, certification area, and student demographics to estimate the difference on probability of retention between program participants and hires from other pathways. We will conduct subgroup analysis for teachers from underrepresented groups (BIPOC) and for teachers working in high needs subjects and schools, as well as explore the effect of racial/ethnic homophily on retention of BIPOC teachers from underrepresented groups

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Cost. Cost per completer will be developed using the ingredients method (Levin and McEwan, 2001) to estimate program costs. Beginning with the logic model, we will work with program staff to identify relevant cost categories for each of the TAP Local Talent ingredients. The needed data will be available from district, region and TNTP data systems (e.g., payroll systems for staff compensation), and we will collect additional information needed via interviews with program administrators. We will add these costs and divide by the number of completers to develop a cost per completer.

(ii) Methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project. The evaluation questions and proposed data collection and analyses specifically address the goals and objectives of TAP Local Talent, which include increasing the width of the local teacher pipeline to high need subject areas (EQ 5), increasing the representation of BIPOC in the pipeline (EQ6) graduate effective teachers (EQ 7), and retain program completers in high need schools (EQ8) and creating a sustainable, scalable, and feasible program (EQ 3, 4 and 9). The planned provision of quick response memos and annual reports, as well as an interim report on selected outcomes, will provide useful information about progress toward the goals and outcomes. All of the proposed activities are feasible. The partner districts and region are strongly committed and have substantial incentives to provide access to staff and participants and share data. EA has extensive experience working with districts, REA's and states to inhale administrative data. TNTP also has extensive experience setting up program data systems and collecting administrative data which can easily be shared with the evaluator. Participant burden, which includes participating in two short surveys and (for a sample) a focus group is reasonable. These activities will be integrated into regular program activities (e.g., training sessions) to encourage and ease participation. The evaluation plan is also responsive to

the requirements of 102 Sec.204 HEA of 1965 where applicable. The evaluation will include collection and reporting on measures of achievement (effectiveness) for program participants, retention (through the funded years of the project), pass rates on state certification assessments, the percentage of teachers hired by high needs schools and LEAs, the percentage who are members of underrepresented groups and who teach in high need subjects or areas, disaggregated by school.

C. ADEQUACY OF RESOURCES

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization: The TAP Local Talent project will leverage existing expertise, knowledge, resources, and infrastructure, in addition to those built up during the grant period, to ensure the program is implemented with fidelity and is sustained beyond the funding provided by the grant program. Expertise & Knowledge: Reach University, the lead applicant, has more than a decade of experience delivering successful job-embedded certificate and degree programs, with a specialty in preparing working adults as fully certified teachers. Program participants are provided with all the necessary materials and applications to fully participate in the program, including Zoom, Google Suite, and Canvas to engage in course lectures (synchronous and asynchronous to accommodate working schedules), assignment preparation, and collaborative learning. Participants also have access to online research databases through the university library. Additionally, program participants are taught by diverse educators; 60% of Reach University's faculty identify as people of color. This is of particular importance considering the candidate profile the TAP Local Talent project is seeking, as well as, the systemwide shortage of teachers of color. Additionally, Reach University has a proven track record of success in preparing teacher candidates to pass their exams required for

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California's teaching credential. In 2017-18, 100% of program completers passed with exams, in 2018-19, 97% of completers passed their exams, and in 2019-20, 88% of completers passed their exams (**IHE Elig.**). Although these results are specific to California, the high—considerably higher than other traditional teacher preparation programs in the state—rates of passage for Reach University students sitting for their exams demonstrates our approach's ability to prepare high quality teacher candidates for the rigors of the teaching profession.

For most of its history, TNTP has operated Teaching Fellows programs on behalf of school district clients seeking to employ their models, tools, and experienced consultants toward a solution to their most pressing teacher shortages. Over the years they have continuously improved their approach, but concluded that a sustainable solution to such complex, ongoing shortages must be multi-faceted and *tailored to the local context*. TNTP's partners' teacher quality challenges are as diverse as their geography. Thus, a theory of action was born. By (a) working with partners to customize TNTP's proven models for teacher development to fit within their vision and schema for teacher quality, then (b) building their capacity to run these initiatives, TNTP (c) enables districts to sustainably manage their teacher workforce needs and deliver strong instruction to students.

TNTP's programs work because the programs and teachers are: **Diverse:** Over half of the participants in teacher certification programs identify as people of color (compared to 20% of teachers nationwide). **Flexible:** In places like West Texas; Tulsa, Oklahoma; Massachusetts; and Clark County, Nevada, TNTP has adapted core training to reflect district priorities and the region's talent pool, such as aligning training competencies to those evaluated by the district, tailoring skill-building to cohorts that were mostly made up of current district staff and building capacity of district staff to lead training implementation with a focus on long-term sustainability.

Effective: An IES study (2013) found that TNTP-trained teachers are as effective as teachers who received 2-3 years of additional training, and that novice secondary math teachers significantly outperform other novice teachers in the same subject. **Committed:** Another study found that TNTP-trained teachers were more likely to be teaching a year later than the average new teacher (Boyd, et.al., 2011). **Scalable:** About 12% of New York City’s almost 80,000 teachers were recruited and trained by TNTP. In Baltimore, TNTP recruited and trained over 2,000 teachers for the district over the past 19 years.

Over the past seven years, TNTP has worked in partnership with nine different LEAs to design and build sustainable alternative certification programs focused on producing diverse and effective teachers for the highest priority subjects in participating districts. TNTP worked to support participating districts to implement systems and policies to attract and retain the best teachers; and supported districts in running these programs, building their capacity to fully manage them and sustain them after grant funding ended. Key elements of those projects contributing to this successful transition included: Identification of regional and district roles to take on key responsibilities of programming; Articulation of clear plans and structures to support progress monitoring and program efficacy over time; Stakeholder engagement at multiple levels to identify a team of champions to continue to move the work forward; Partnership with state, region, and district leaders to build models collaboratively for financial sustainability; Train the trainer models that ensure regions are set up to run high-quality and cost-effective training experiences over the lifetime of the program. Some early successes and bright spots from these programs were recently highlighted in a RAND Corporation study of “Grow Your Own Programs” (2020). The study found that our programs recruited more people of color than the

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districts' other recruitment efforts. And the teachers we trained were at least as effective – and in some cases more so - at raising student achievement as other new teachers.

Great Rivers Education Service Cooperative's resources are leveraged for the TAP Local Talent project, including their direct access to LEA personnel, robust data gathering platforms, site locations, and their board of directors, which is made up entirely of the Superintendents of each member district. Because the TAP Local Talent project is job-embedded, program participants are leveraging their existing workplaces as spaces for learning. Importantly, TAP Local Talent project participants are not required to travel to a university campus to attend classes because half the learning in this program draws on the work candidates do in classrooms, and half comes from synchronous, personalized online seminars, typically taught by state teachers of the year, focusing on (i) core content mastery (e.g., literacy and English language arts, math, science, and social science), plus (ii) applied teaching methods. This approach dismantles a primary barrier for many qualified candidates interested in becoming fully-certified teachers. Furthermore, our LEA partners will provide space for teacher candidate training and preparation, as well as space for mentoring activities and professional development.

(ii) The extent to which the budget is adequate to support the proposed project: Both Reach University and TNTP have decades of experience implementing cost-effective teacher preparation programs, and using grant funds efficiently to achieve project objectives. As is reflected in the budget, the bulk of expenses are related to personnel costs for TNTP and Reach to training local personnel and ensure the implementation of the project. Notably, the project costs decrease with time as local district personnel pick up the responsibilities for maintaining the project. Local personnel will participate in a “train-the-trainer” model so they are prepared to take on project responsibilities once full implementation is reached.

(iii) Costs are reasonable in relation to objectives, design, and significance of proposed

project: As detailed throughout this proposal, costs related to sustaining the project will be picked up through other local funding streams. As such, the costs associated with launching, fully implementing, and evaluating the project are reasonable as they relate to ensuring the project will continue beyond the life of the grant.

(iv) Applicant demonstrates that it has the resources to operate beyond the length of the grant;

demonstrated commitment partners; evidence of broad support from stakeholders; or more

than one of these types of evidence: The TAP Local Talent program was designed with long-

term sustainability in mind. Reach and TNTP are pioneering a model that's only recently

available to address the teacher shortage: the apprenticeship (i.e., the US Department of Labor

apprenticeship model). Critically, an apprenticeship is defined, in contrast to other training

models, by the fact that the participant has a *paid job*—not a stipend—at every stage of the

program. Launching a real apprenticeship in a school means identifying existing *paid* positions,

consistent with existing salary schedules in a school or district, where individuals will receive (a)

mentorship and (b) “related technical instruction” that (c) leads to a recognized industry

credential and a promotion at the culmination of the program. The TAP Local Talent program is

one of the nation's first teacher talent pipelines to meet the technical registered apprenticeship

program (RAP) requirements, and is therefore designed to be a cost-effective, sustainable model

for teacher preparation. The letters of support from our project partners, in addition to a letter of

support from the Assistant Commissions in the Division of Elementary and Secondary Education

at the Arkansas Department of Education demonstrates broad support for this project to

implemented in the state for the long term.

(v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project: The management plan presented in section D below details each partner's commitment and duties related to the project. TNTP and Reach University have a pre-existing partnership through which they have committed to and carried out teacher preparation programs that meet the needs of local LEA partners. This project will have the same level of commitment from both. Our LEA partners are committed to the project through their Superintendents' positions on the Great Rivers Education Service Cooperative board of directors, acknowledged in the letter of support and MOU accompanying this proposal. Furthermore, Reach University and TNTP have been meeting regularly with decisionmakers at the Arkansas state department of education and have expressed their support for this project's implementation, with the understanding that once success is demonstrated, this will become part of the teacher preparation offerings available statewide.

D. MANAGEMENT PLAN

(i) Management plan to achieve objectives of project on time & within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing tasks: The TAP Local Talent project merges two highly-successful teacher preparation programs with the Great Rivers Education Service Cooperative representing 10 districts in eastern Arkansas to implement a model for efficiently and effectively addressing the region's shortage of high quality, locally grown teachers. Leveraging the vast knowledge and expertise of the partnership will ensure that objectives are implemented and goals are met. Each key position/role that will be leveraged is described here. *Reach University:* [REDACTED], President, will oversee and guide the project, and ensure Reach University's resources are available to meet the goals and objectives stated in this proposal, and be responsible for the project's outcomes. [REDACTED], Chancellor, is

responsible for coordinating efforts at the Arkansas State Department of Education and Arkansas State Department of Labor to ensure Registered Apprenticeship Program funding and other public funding streams ensure long-term project sustainability. [REDACTED], Provost, is responsible for overseeing the academic departments within Reach University and ensuring project partners have access to Reach University resources to execute on project objectives and activities. [REDACTED], Oxford Teachers College Dean of Undergraduate Studies, will be responsible for program management as it relates to candidates entering the pathway and completing their Bachelor's degree in Liberal Arts (and ensuring continued alignment to Arkansas education standards and preparing candidates for success in earning their teaching certification). [REDACTED], Lead Instructors are responsible for methods coursework content in literacy, math, social science, and science and computational thinking, respectively. [REDACTED], Arkansas Faculty-in-Residence & Admissions Officer will provide localized expertise and ensure recruitment is meeting the needs of the districts. [REDACTED], Certification Program Director will ensure teacher certification objectives are on-track and candidates are supported. [REDACTED], Associate Dean for Student Services, Oxford Teachers College will provide direct student services support during candidates' Bachelor's program. *TNTP*: [REDACTED], Partner, will oversee all streams of work and to monitor progress toward goals and serve as content expert for the program design and will provide sustainability guidance. The partner will serve as the liaison between TNTP, Inc., Reach University, and Great Rivers ESC. [REDACTED], Directors, will lead the program design, execution, candidate recruitment, and capacity building. The Director will provide consultation, planning, and training to school and district leaders to independently maintain the TQP model. [REDACTED], Senior

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Effectiveness Coach, will deliver training to district coaches/mentors to build district staff skill in training new teachers through a train-the-trainer model. [REDACTED]. Senior Manager, will support the TQP team in supporting the development of ESC-operated recruitment strategies. The Senior Manager leads aspects of program design, with particular focus on implementation and client support, and will work closely with ESC staff to ensure that they are prepared to independently manage the project. Temporary Manager (TBD), will provide implementation support for the recruitment of candidates into the Reach University bachelors-to-certification pipeline. Temporary Data Manager (TBD), will manage data collection operations in fulfillment of the recruitment strategy, including scheduling and logistics of data collection activities and logistical communication with partner representatives. Temporary Instructors (TBD), will lead professional development sessions as part of candidates' certification coursework. *Great Rivers Education Service Cooperative*: [REDACTED], Director, Great Rivers Education Service Cooperative, will oversee and guide, in collaboration with partnership personnel, the implementation of the project at the LEA and school level. [REDACTED] will ensure access to necessary resources at the coop, LEA and school levels, including data and physical and intellectual infrastructure required to carry out the project objectives. Below is a table describing the management plan, with project goals, objectives, milestones, timeline, and responsible partners. [REDACTED], Program Manager ArPEP at Great Rivers, will facilitate all certification and training for the region. *The table below assumes the grant period to be October 1, 2022 - September 30, 2027.*

| Goal 1: Launch a teacher preparation program that meets the needs of our local district partners. | | | | |
|---|-------------|----------|-----|-----|
| Milestones | Responsible | Timeline | | |
| | | Y1: | Y3: | Y3: |
| | | Y1: | Y3: | Y3: |

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| | | 22-23 | 23-24 | 24-25 | 25-26 | 26-27 |
|--|---|------------------|-----------|-----------|-----------|-----------|
| Objective 1.1: Form TAP Local Talent Leadership Team | | | | | | |
| Team members identified and team formed | Reach Pres., TNTP Partner, TNTP Directors, GRSC Director | Oct | | | | |
| Develop comprehensive communication and project execution plan | TAP Local Talent Leadership Team | Oct-Nov | | | | |
| Objective 1.2: Form Mentorship Team | | | | | | |
| Team members identified and team formed | TNTP Senior Effectiveness Coach | Oct | | | | |
| Implement induction program & mentor teacher development and recruitment | TNTP Directors, TNTP Mentorship Team | Jan-Jun planning | ongoing | ongoing | ongoing | ongoing |
| Objective 1.3: Develop candidate recruitment plan and strategy that targets underrepresented populations | | | | | | |
| Comprehensive marketing plan developed | TNTP Temp. Manager, TNTP Temp. Data Manager, TNTP Directors, Reach Dean | Oct-Sept | | | | |
| Comprehensive marketing plan implemented | TNTP Temp. Manager, TNTP Temp. Data Manager, TNTP Directors, Reach Dean | | ongoing | ongoing | ongoing | ongoing |
| Goal 2: Prepare, support, and retain new teachers, including new teacher who identify as BIPOC, in LEA and school identified as "high-need" | | | | | | |
| Milestones | Responsible | Timeline | | | | |
| | | Y1: 22-23 | Y2: 23-24 | Y3: 24-25 | Y4: 25-26 | Y5: 26-27 |
| Objective 2.1: Recruit a pipeline of high-potential, local school-based personnel that reflect the demographics of their home communities | | | | | | |
| 25 recruits enter TNTP's | Reach, TNTP, Great | Jan | | | | |

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| | | | | | | |
|---|---|-----------------|------------|------------|------------|-----------|
| induction program | Rivers | | | | | |
| 100 recruits begin in Reach University Bachelor's degree program | Reach, TNTP, Great Rivers | | Nov / July | | | |
| 300 recruits begin in Reach University Bachelor's degree program | Reach, TNTP, Great Rivers | | | Nov / July | | |
| 500 recruits begin in Reach University Bachelor's degree program | Reach, TNTP, Great Rivers | | | | Nov / July | |
| Objective 2.2: Identify and select high-quality, local educators to serve as Mentors to new teacher candidates | | | | | | |
| Identify local mentor teachers | TNTP, Great Rivers | Apr-May | ongoing | ongoing | ongoing | ongoing |
| Train mentor teachers | TNTP Senior Effectiveness Coach | June-Sept | ongoing | ongoing | ongoing | ongoing |
| Goal 3: Scale, replicate, and sustain the teacher preparation program so that it serves additional teacher candidates in additional high-need LEAs in eastern Arkansas | | | | | | |
| Milestones | Responsible | Timeline | | | | |
| | | Y1: 22-23 | Y2: 23-24 | Y3: 24-25 | Y4: 25-26 | Y5: 26-27 |
| Objective 3.1: Develop and implement a continuous cycle of review and feedback that considers qualitative and quantitative data to assess effectiveness of the project at meeting stated goals and objectives. | | | | | | |
| Develop and implement iterative feedback cycle | TNTP Partner, External Evaluator, project leadership team | Dec-Feb | ongoing | ongoing | ongoing | ongoing |
| Gather qualitative and quantitative data for continuous project evaluation | Great Rivers, TNTP Temp. Data Manager | ongoing | ongoing | ongoing | ongoing | ongoing |
| Objective 3.2: Assist partner LEAs and Education Service Cooperatives in identifying, applying for, and securing funding (e.g., federal, state, local grant programs) to ensure they are positioned to assume project responsibilities and sustain the program beyond grant funding. | | | | | | |
| Assist ESCs in applying for sustainability funding | Reach Pres., Reach Chancellor | Feb-Apr | ongoing | ongoing | ongoing | ongoing |

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| Objective 3.3: Ensure that interested candidates can access the pathway <i>regardless of socioeconomic status</i> | | | | | | |
|--|---|------------|------------|------------|------------|------------|
| Assist candidates in securing funding | Reach Dean, Great Rivers | Oct / June | Oct / June | Oct / June | Oct / June | Oct / June |
| Teacher candidate cohorts earn their BA in Liberal Arts | Reach Dean | | | Mar / Dec | Mar / Dec | Mar / Dec |
| Goal 4: Prepare candidates who are ready to lead instruction and engage students in learning that prepares them for high levels of achievement in college, career, and life. | | | | | | |
| Milestones | Responsible | Timeline | | | | |
| | | Y1: 22-23 | Y2: 23-24 | Y3: 24-25 | Y4: 25-26 | Y5: 26-27 |
| Objective 4.1: Candidates are working in roles (clinical experiences) that are aligned to their coursework and support their development as a teacher. | | | | | | |
| Teacher candidates become “teacher of record” in their schools | TNTP Teacher Mentors, Great Rivers, TNTP Senior Effectiveness Coach | | | | Aug | Aug |
| Professional development sessions for teacher candidates | TNTP Temporary Instructor, TNTP Partner, Great Rivers | | | | Ongoing | Ongoing |
| Objective 4.2: Candidates agree the support (coaching, mentorship) from the program is improving their teaching practice. | | | | | | |
| Develop candidate perception survey | TNTP Partner, TNTP Temp. Data Manager, External Evaluator | May-Sept | | | | |
| Distribute candidate perception survey | TNTP Temp. Data Manager, External Evaluator | | | Dec & July | Dec & July | Dec & July |
| Objective 4.3: Candidates feel prepared to teach and support all of their students to meet their learning goals (perception surveys centered around use of high-quality instructional materials and responsive teaching practices) | | | | | | |
| Distribute candidate perception survey | TNTP Temp. Data Manager, External Evaluator | | | Dec & July | Dec & July | Dec & July |

(ii) Adequacy of procedures for ensuring feedback & continuous improvement in operation of the project:

The project team believes that if its work is not meeting its goals, then the work must change. Reach and TNTP have a strong track record of prioritizing continuous improvement.

This priority is systematized in the project by setting measurable goals with clear objectives and time-bound benchmarks. Knowing that in the face of day-to-day challenges, this monitoring

process can seem less urgent to project staff, TNTP maintains a data manager and Reach

leverages its Institutional Research office to track progress toward goals. These assets keep

program evaluation on the surface by facilitating quarterly meetings with project staff and

leadership. Project staff bring program data to these calls and in collaboration, the team will

decide whether goals are on track or if course correction is needed. Reports on each LEA's

performance against its goals are reviewed regularly by Team Leadership and where goals are

off track, program managers present an intervention plan designed to improve. This data-driven

approach explains TNTP's consistent success recruiting for some of the most hard-to-staff

positions and schools in the country. TNTP has devised a parallel approach to track leading

indicators expected to predict the success measures for each district's own teacher pipeline.

TNTP's Managers and Senior Effectiveness Manager will demonstrate how to translate

meaningful classroom coaching interactions into teaching performance data that can help district

determine its biggest training needs are—and meet them. Processes like these will be iterative at

first, though over time, district staff—who know their context, schools and teachers the best—

will continue to use these data systems but will need to make fewer course corrections in their

day-to-day work. This process for continuous improvement complements our plan for an

independent study of this project and ensures that we make real-time corrections based on data.

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