BILL & MELINDA GATES foundation

INVESTMENT DOCUMENT - GRANT

- *Timeline for grant: $2,000,000 per year (2019, 2020, 2021 payments) is available, but can be adjusted depending*
    - *Target start date: November 1, 2019*
- *Timeline for submission: September 13, 2019*

We appreciate your interest in submitting a proposal to the Bill & Melinda Gates Foundation and we thank you for working with us throughout the proposal process. Your designated foundation contact will continue to work collaboratively with you as you prepare your proposal to help you understand the connection between the foundation's relevant program strategy and the proposed project, as well as to respond to any questions you might have over the course of this process. You are encouraged to communicate with your Investment Owner to make sure that your efforts are aligned with the proposal requirements and that you are not expending unnecessary time or energy in this process. Please note our standard grant terms and conditions. As used herein "You" or "Your" refers to the organization listed in Section A below.

Investment Owners and grantees will complete this document together over time as they make and manage their investments. ***This is a proposal shaping document and not a commitment by the foundation to fund the work. Following execution of a grant agreement, however, the final Proposal Narrative and Budget and will become incorporated into that grant agreement by reference.*** *Due to tax, legal, and reporting requirements, all proposals must be submitted in English. The proposal must be submitted in Word, as PDFs will not be accepted.*

SECTION A – INVESTMENT DETAILS

General Information - Gates Foundation Staff to Complete

Investment Name	US PREP Cohort III		
Grantee	Texas Tech University	**Investment Owner**	Michelle Rojas
Investment Record ID		**Investment Owner Title**	Senior Program Officer, US Program
Investment Coordinator			

General Information - Grantee to Complete

Investment Duration (months)	32		
Requested Amount (U.S.$)	$6,000,000	**Total Project Cost (U.S. $)**	
Organization Legal Name[1]	Texas Tech University		
Organization Doing Business As/Trade Name[2]			
Mailing Address		**Primary Contact Name**	Amy Hoover
Street Address 1	2625 Memorial Circle	**Primary Contact Title**	Research Administrator I
Street Address 2	Administration 349	**Primary Contact Email**	amy.hoover@ttu.edu
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State / Province	Texas	**Additional Contact Email**	sarah.beal@ttu.edu
Zip / Postal Code	79409-1035	**Authorized Signer Name**	Amy Cook
Country	United States of America	**Authorized Signer Title**	Managing Director

Website (if applicable)	www.ttu.edu	**Authorized Signer Email**	ors@ttu.edu

[1] *Legal Name will be used in the agreement and should match the name on the bank account that receives the grant funds (assuming fully executed agreement).*
[2] *Trade Name or d/b/a ("doing business as") only required if different from Legal Name*

Tax Status (if known and applicable) Refer to Tax Status Definitions	public, nonprofit education institution	**Organization's Total Revenue for Most Recent Audited Financial Year (U.S.$)**	$940,036,703
U.S. Employer Identification Number (EIN) (if applicable)	75-6002622		
		Proposal Completed/ Date Submitted	9/13/2019

Strategic Fit - Gates Foundation Staff to Complete

The following includes the foundation's 3-5-year strategic goal(s) towards which the investment contributes most directly. Also addressed here:

- **How this investment contributes to the strategic goals that are listed.**
- **How this investment relates to others (current or future) in the Portfolio.**

Project Overview - Gates Foundation Staff and Grantee to Collaborate

Please provide or expand upon the information provided in the narrative space below:

- **What is the primary outcome(s) or result(s) this investment will achieve or significantly contribute to? How will You know when that result(s) has been achieved (how will the result be measured)? If sustainability is a component of proposed outcomes, please describe the vision of long-term sustainability of this Project. Consider the economic/financial, organizational or behavioral factors to sustain outcomes beyond this project's time frame and funding.**
- **Describe the approach You will take to achieve the intended results of this Project: a) Overall Scope of Work b) Timing and/or phases, and c) Narrative of resource needs to support the budget (ex: people, capabilities, technical expertise, experience, specific assets, including any external collaborators/contributors to the Project).**
- **Describe potential risks/challenges to the success of this Project and how You plan to address them. Include any external factors or critical relationships with other partners/projects that may influence the success of this project (including any anticipated agreements to be entered into for purposes of the Project).**
- **Describe any changes or improvements You plan to make to Your organization's capacity to undertake or achieve the outcomes of the proposed investment.**

The foundation requires that funded projects are conducted and managed in a manner that will ensure a positive, sustainable impact on the foundation's intended beneficiaries. Please provide a response to each question in the bullets below, highlighting how Your management of the project described in this Investment Document (the "Project") and the intended outcomes align with the Strategic Fit, Charitable Purpose, and the foundation's Global Access requirements.

- **What is the primary outcome(s) or result(s) this investment will achieve or significantly contribute to? How will You know when that result(s) has been achieved (how will the results be measured)? If sustainability is a component of proposed outcomes, please describe the vision of long-term sustainability of this Project. Consider the economic/financial, organizational or behavioral factors to sustain outcomes beyond this project's time frame and funding.**

This grant will be used to provide technical assistance to **six** universities in Texas who will comprise US PREP's Cohort III. The Center will facilitate collaboration among partner districts, providers and key stakeholders for the purpose of creating classroom-ready teachers and advancing ***learning & innovation*** in teacher preparation through technical support and transparent use of data. As part of the US PREP teacher preparation model, serving Black, Latino, and low-income students is a primary focus of our work. We approach this using the following strategies:

1. Coalition members partner with schools who serve predominantly Black, Latino, and low-income students. Coalition members learn how to forge strong partnerships with schools and create teacher preparation pipelines (i.e., recruitment plans) for both rural and urban communities. More specifically, teacher preparation programs and school partners enact and monitor strategic teacher recruitment

plans in order to contribute to a teaching workforce that reflects the needs and demographics of the school district partners (US PREP Developmental Framework Quality Objective 4). When the university and K-12 systems are working together, these partnerships become incubators of improvement, allowing students, and communities to increase the number of effective educators who are highly committed to and capable of teaching students of color living in poverty.

2. Coalition members commit to reforming their curriculums and ensuring that candidates' field placement settings trains them to effectively teach in our highest-need schools. Coursework is competency-based, meaning that the program curriculum focuses largely on teaching competencies rather than an overload of theory and abstract concepts, although the program is solidly learning-theory-based. In addition to content methods courses, teacher candidates develop a deep understanding of the common core standards and pedagogies, competencies to enact social and emotional learning, and culturally relevant pedagogy.
3. Coalition members commit to ensuring their student teachers positively impact student achievement during the year-long residency through the implementation of co-teaching with their cooperating teacher.

- **Describe the approach You will take to achieve the intended results of this Project: a) Overall Scope of Work b) Timing and/or phases, and c) Narrative of resource needs to support the budget (ex: people, capabilities, technical expertise, experience, specific assets, including any external collaborators/contributors to the Project).**

September-November 2019: Selection of Six New University Providers

Before they are selected to join US PREP, potential university partners will engage in a webinar or apre-orientation meeting to review the commitments as outlined US PREP Informational Document. Following this pre-orientation meeting, providers who chose to move forward will complete an application and submit four letters of support. Following the submission of the application, US PREP will conduct in-person and virtual interviews. The interview team will consist of the US PREP directors, Regional Transformation Support Specialists, and several inaugural coalition members. Below are the application steps that will be taken to identify new members:
Step 1: Attend a pre-orientation meeting with US PREP **(Attitudinal)**
Step 2: Complete the US PREP Application **(Attitudinal, Artifact, and Outcome Data)**
Step 3: Potential providers submit 4 Letters of Support (Dean, President, Provost, and District Chancellor/Superintendent)
Step 4: Upon submission of these documents, US PREP will conduct an interview to review the grant outcomes. **(Attitudinal)**

November 2019- January 2020: Development of Individual Transformation Plan

In the first two months of the award, the Center will work with the teacher preparation program leaders to create and implement an annual Individualized Transformation Plan (ITP) to include: a) clear goals, timelines, responsibilities, and benchmarks and b) accountability measures. After the ITP is developed and the accountability measures are reviewed, US PREP will work with the provider to ensure the sub-award budget aligns with the ITP activities. As part of the ITP, US PREP supports each provider in strategic planning, piloting, scaling, and sustaining the Quality Objectives. The ITP articulates the activity, broken down by key goals, that will be implemented to support this work through all phases until scale and sustainability are reached. Below are several metrics US PREP will use to measure the Quality, Scale, Sustainability, and Impact goals.

- **Quality: Annual** program integrity measure using the the US PREP Development Framework. This annual review will involve a self-assessment from the provider, obserservations and artifacts collected by the RTS, and data from the measures will be analyzed by the US PREP Director of Continuous Improvement.
- **Scale:** A scale plan and % of candidates who are being trained by the transformed model each year (note: some programs have to change their 'programs of study' and therefore, the number of candidates being trained by the transformed model may take several years to actualize.
- **Sustainability:** Budgets will be restructured to ensure the transformed components are part of the normal operating costs of the college of education.
- **Impact**: Data from pre-service and graduates are accessible and used as part of the routine data structures in the COE (e.g. data day, governance meetings, etc.). Data metrics include, but are not limited to: K-12 Student Perception Survey, Performance Assessments, District Partnership Perception Survey, principal perception survey, and graduate retention day.

January 2020-June 2022: Using a shared leadership council structure, the Center will assist school-university leaders in strategic planning, piloting, scaling, and sustaining the teacher preparation Quality Objectives below.

Quality Objective 1:

- TPP **has** a common, valid & reliable teacher evaluation tool to measure teacher candidates' competencies, as outlined by the program.
- TPP faculty and school district leadership have collaboratively identified specific indicators/practices to focus on that take into account the developmental needs of teacher candidates.
- TPP **has a commonly used** professionalism rubric to clearly identify professional expectations of teacher candidates.
- There is **clear evidence** of shared understanding and expectations of teacher candidate competencies among TPP administration, teacher educators (**including mentor teachers**), teacher candidates, **and** there is evidence that **all** faculty participate in training to ensure inter-rater reliability **bi-annually**.

- **Clinical Experiences**
    - Clinical experiences allow teacher candidates to experience a complete school year from beginning to end (e.g. 3-4 days per week).
    - Teacher candidates receive support from a **trained** faculty member who has in-depth knowledge of both the school district and the teacher preparation program, and has **demonstrated proficient** coaching practices.
    - **Performance Assessments**
    - Teacher candidates receive ongoing formative feedback via walkthroughs (8 per year) and formal feedback via the pre-observation-post cycle (POP) (4 per year). During the POP cycle, candidates utilize video capture to engage in self-evaluation. Feedback is consistently provided to the teacher candidate in writing within 48 hours of the walkthrough and/or POP cycle.
    - **Professional Development**
    - Data informed student teaching seminar occurs consistently (e.g. weekly or bi-weekly).
- Coursework includes opportunities for teacher candidates to teach to the College & Career Readiness Standards, integrates the teaching and assessment of the TPP teacher evaluation competencies, integrates K-12 curriculum, and provides consistent (e.g. throughout the whole program) opportunities for candidates to practice teaching in safe settings (e.g. rehearsal like pedagogies), and apply teaching skills in the P-12 classroom.
- The **TPP has established measures** to monitor teacher candidates' development **throughout the program that are aligned** to the TPP teacher evaluation competencies as well as assesses teacher candidates' content, pedagogical skills, and professionalism dispositions. The **final performance gate criteria clearly states that candidates must demonstrate proficiency in the key indicators of focus. When candidates do not meet gateway performance criteria, a clear intervention protocol is put into place.**
- TPP **includes** coursework opportunities for candidates to learn about research-based cultural competency theories **and** there is **extensive evidence** of opportunities for teacher candidates to make connections to these theories via clinical applications within P-12 classrooms.

Quality Objective 2:

- The **TPP has a system** for collecting **multiple sources** of teacher candidate performance data, K-12 district partner feedback, and graduate data (attitudinal, observational, outcome). The data are consistently and collaboratively analyzed each semester by TPP faculty and district partners as evidenced at faculty meetings, faculty professional development sessions, data days, etc. **Data analysis results in documented, shared decision-making leading to continuous improvement.** Progress is continually reviewed and documented.
- The TPP uses inquiry questions to guide ongoing research. **Research informs TPP practices for continuous improvement** (instructional and programmatic changes) and is shared with TPP faculty and district partners for input/feedback. **Results from research are shared with all stakeholders** on an annual basis and disseminated broadly via publications and presentations at national conferences.
- All TPP **faculty and evaluators are certified annually** on the program's common teacher evaluation tool. All faculty and evaluators engage in collaborative opportunities to develop inter-rater reliability on a **bi-annual** basis. Multiple measures **are used** and routinely analyzed to monitor achievement/performance data related to teacher candidates' knowledge, skills, and dispositions.
- The TPP **systematically measures** the integrity of program implementation in order to correlate key program features to desired outcomes.
- **There is** evidence that the TPP uses information about fidelity to inform program improvement efforts.

Quality Objective 3:

- Teacher educator practice **framework has been reviewed and agreed upon by faculty and there is a shared understanding** of the practices as evidenced by:
    - **a finalized framework** of teacher educator practices and their descriptions
    - **regular professional development opportunities (each semester)** which provide faculty multiple opportunities to collaborate, learn about, and practice the teacher educator practices
- Feedback measures are established and are aligned to the teacher educator practice framework. Teacher educators receive feedback from **at least three measures per year** (e.g. teacher candidate perception surveys, peer observations, teacher candidate outcomes, self-reflections, etc.).
- Professional development, via face-to-face and virtual formats, is provided to all teacher educators **consistently (e.g. every other month**) and is responsive to program and district data. Professional development sessions are collaborative and allow teacher educators to share data, engage in problems of practice, and practice new teaching strategies.
- There is consistent evidence (participant survey, PD observations, etc.) that the TPP assesses the quality of its professional development. **Data are consistently collected and analyzed to address needs and plan for future professional development.**

Quality Objective 4

- TPP and school partners **enact and monitor** strategic teacher recruitment plans in order to contribute to a teaching workforce that reflects the needs and demographics of the school district partners.
- Governance/partnership meetings **occur quarterly**.
- During governance meetings, **both providers and districts share data**
- (e.g. District shares student achievement data to identify K-12 students' trending strengths and weaknesses,

- district shares data on program graduates, provider shares data on teacher candidate performance, provider and district share data related to the effectiveness of mentor teachers).
- **As a result of sharing data, K-12 programming and TPP programming are constantly being updated and improved** (e.g. clinical experience duration and settings, coursework, mentor teacher selection and training processes, etc.)
- Providers and school districts establish mutually agreeable expectations for candidate entry, preparation, and exit (e.g. performance gates), adhering to the requirements of the accrediting bodies/state policies.
- Providers and school districts co-select, train, evaluate, support, and retain high-quality clinical educators/mentor teachers.
- Mentor **trainings occur quarterly or more often and are informed by teacher candidate performance data.**

- **Describe potential risks/challenges to the success of this Project and how You plan to address them. Include any external factors or critical relationships with other partners/projects that may influence the success of this project (including any anticipated agreements to be entered into for purposes of the Project).**
    - **Risk 1:** As we have already begun to generate awareness about adding a new cohort, we are working hard to reach out to specific institutions in California and Texas. Our goal is to get three from each state. The challenge related to this goal is we want to be sure six new providers demonstrate the readiness conditions to engage in this work.
    - **Risk 2:** As we work to collect graduate/completer Impact data, we have learned that many of the states with which we work do not have these data easily accessible. To mitigate this, the MOUs contain data sharing agreements. Another way this will be mitigated is with the help of our new Director of Data Systems. This new position will support each provider with the development of a data collection plan to ensure data are entered, collected, and available. Finally, the new US PREP Data Dashboard will support the efficiency of entering data as well as the accessibility of data.

- **Describe any changes or improvements You plan to make to Your organization's capacity to undertake or achieve the outcomes of the proposed investment.** To increase capacity to provide on-the ground support and data collection/analysis, US PREP will hire two new positions:

    - **Data Systems & Analyst:** This new role will support Sr. Director of Data in providing effective and efficient data collection and analysis plans with all US PREP coalition members as it relates to the US PREP impact data. The position will also support the development and implementation of program integrity measures aligned with the US PREP Developmental Framework, and will work with the Sr. Director in presenting data results in ways that are engaging, relevant, comprehensible, and actionable to various stakeholders.
    - **Regional Transformation Support Specialist:**
        - Provides on the ground support and services to partner universities. Support and services includes: Conducting a needs assessments and working collaboratively with providers to develop Individual Transformation Plans (ITPs) and Quarterly Outcome Reviews; conducts monthly site visits to provider sites and facilitates weekly virtual meetings (Q&A, progress monitoring, etc.);
        - Provides support to new Centers who are training to be Transformation Centers
        - Works closely with school districts to support them in reallocating how resources to support the sustainability of year-long residencies.

Public Description - Gates Foundation Staff to Complete

The following describes the charitable purpose of this work. It is written in a standard format so that it can be included on tax forms and published to the foundation's public website.

Investment Results - Gates Foundation Staff and Grantee to Collaborate

Provide specific details on the outcomes this investment will achieve (including those that define what success is for the investment), and the key outputs that signal whether the investment is on track. Add more rows, as needed.

"Outcome" is the ultimate or overall change(s) in-systems, populations or behaviors the investment seeks to achieve within the context of the investment timeframe; tells us what success looks like for the investment.

Outcome Number	Outcome Description	Target Completion Date	Actual Completion Date	Payment Contingency
To be completed by BMGF Staff	Cohort III Pilot Year as measured by the BMGF Outcomes and Indicators	6/30/2020	TBD	Metric(s) to be determined by BMGF Staff
To be completed by BMGF Staff	Cohort III Refining and Scaling as measured by the BMGF Outcomes and Indicators	6/30/2021	TBD	Metric(s) to be determined by BMGF Staff
To be completed by BMGF Staff	Cohort III Full Scale and Sustainability as measured by the BMGF Outcomes and Indicators	6/30/2022	TBD	Metric(s) to be determined by BMGF Staff

"Output" or "**Funded Development**" means the products, services, processes, technologies, materials, software, data, other innovations, and intellectual property resulting from the Project (including modifications, improvements, and further developments to Background Technology). Note: You will be required to disclose and update Intellectual Property (IP) and include any links to applications, filings, or registrations, as applicable, in future progress report(s).

Output/Funded Development Number	**Output/Funded Development Description**	**Target Completion Date**	**Actual Completion Date**	**Payment Contingency**	**Third-Party agreement required?** If yes, by when?	**Will any IP rights be filed/ generated?**
					Yes/No	Yes/No

Global Access/Impact for Foundation's Beneficiaries – Grantee to Complete

To ensure a positive impact on the foundation's intended beneficiaries, the foundation requires that all Projects and outputs be managed to ensure Global Access. You will be requested to update the responses below, as may be applicable, in future progress reports.

"Global Access" is a foundation policy requiring that: (a) the knowledge and information gained from the Project will be promptly and broadly disseminated; and (b) the Funded Developments will be made available and accessible at an affordable price (i) to people most in need within developing countries, or (ii) in support of the U.S. educational system and public libraries, as applicable to the Project.

"Funded Developments" means the products, services, processes, technologies, materials, software, data, other innovations, and intellectual property resulting from the Project (including modifications, improvements, and further developments to Background Technology).

"Background Technology" means any and all products, services, processes, technologies, materials, software, data, or other innovations, and intellectual property created by You or a third party prior to or outside of the Project used as part of the Project.

a) How will You disseminate the knowledge and information arising from the Project? (For peer-reviewed publications see our Open Access policy.)

The Center will support university dissemination practices including research conference presentations and research publications in top-tier journals. As part of the dissemination and communication plan, US PREP will sponsor site visits to provider sites.

b) How will You ensure affordable and meaningful access to the Funded Developments arising from the Project (and Background Technology, if any)?

Not applicable

c) Do You foresee any obstacles to achieving Global Access (e.g., third-party rights, restrictions on Background Technology, time frame, affordability)?

No __X__

Yes ____ (please explain and describe the specific steps that You will take to address them).

d) Please confirm that You will make available for Global Access purposes the Funded Developments and any Background Technology that is (i) owned, controlled, or developed by You, or in-licensed with the right to sublicense; and (ii) either incorporated into a Funded Development or reasonably required to use the Funded Development. See the Global Access terms located in the foundation's grant terms and conditions.

Confirmed _X___

Not confirmed ____ (please explain)

SECTION B – BUDGET INFORMATION

The purpose of the budget narrative is to supplement the information provided in the Excel-based budget template by justifying how the budget cost elements are necessary to implement Project activities and accomplish target outcomes. The budget information section is used to help foundation staff fully understand the budgetary needs of the Project and is an opportunity to provide descriptive information about the key costs and risks that can't be easily communicated in the budget template. Together, this budget narrative and Excel budget should provide a complete quantitative and qualitative description that supports the proposed budget. The description provided in the budget template should be very brief. Please use this budget narrative to provide a thorough description of Your budget and only complete questions that are relevant to Your proposal.

If your proposal includes any sub-grants that represent 25% or more of the total grant amount OR sub-grants that are greater than $250,000 USD, please complete a separate budget template and narrative for each organization.

Budget Summary - Grantee to Complete

Please explain the major cost drivers and how costs relate to planned activities and target outcomes. Also explain any potential risks in spending as budgeted and any plans to mitigate those risks.

If budgeting by outcomes, or additional dimension, please explain the major cost drivers per outcome or other relevant dimension.

Major Cost Drivers

- Personnel consists 26% of the budget
- Sub-awards consist of 34% of the budget
    - Each university receives $100,000 per year for 3 years
- Travel consists of 21% of the budget
    - Every month, the RTS and Clinical coaches travel to each site
    - US PREP hosts multiple conveings throughout the year:
        - Leadership Convening

- Curriculum Design symposiums
- Dean's Leadership Network

We do not anticipate any risks with the budget. We have had a little over two years to understand the resources needed to do our work well and the budget accurately reflects these needs.

Detailed Budget Information - Grantee to Complete

Personnel and Benefits: Provide a brief explanation of personnel budgeted, including responsibilities as they relate to the grant. Also include assumptions made for any staff budgeted which are to-be-hired, including salary estimates for these personnel. Describe the components of the benefits (column R of the "Budget Details" sheet) included with the salary costs. For example: pension, health insurance, expatriate costs, etc.

Employee benefits are directly charged as a percentage of salaries and wages. The rate used for faculty and staff is 18% of salary per month plus health insurance cost.

- $303,602 total

Executive Director & Principal Investigator

Sarah Beal, Ed.D.

12-month position

	Period One (8 months)	Period Two (12 months)	Period Three (12 months)
Total Personnel Cost	$28,919	$44,680	$47,374

- **Duties:** The Executive Director and Principal Investigator performs work with broad management and strategic responsibilities of considerable difficulty and sensitivity in planning, organizing, directing and coordinating administrative and operational activities of department and supervising all aspects of department staff. Reports to, continuously communicates and collaborates with Dean Ridley (Texas Tech University College of Education); Engages and cultivates positive working relationships with stakeholders including university and school district partners within the US PREP project.
- **Importance of Position:** Builds a strong team among the project staff and ensures that they are working together to maximize productivity both of the leadership team and individual project leaders; Ensures the clarity and coordination of overall project communications with the partner universities on the array of services provided by US PREP.

Senior Director of Content, Development & Programming

Dedra Lee-Collins, Ed.D.

12-month position

	Period One (8 months)	Period Two (12 months)	Period Three (12 months)
Total Personnel Cost	$12,711	$19,639	$20,228

- **Duties:** Develop training curriculum, for teacher educator faculty, on common core standards, with intentional alignment to each provider's framework for teaching and particular emphasis on advancing diversity and equity. Facilitate training workshops with Regional Transformation Support Specialists (Train the Trainer) in ways that advance equitable and inclusive work environments. Facilitate teacher preparation curriculum redesign to integrate the teaching and assessment of the Common Core Standards and the provider's framework for teaching. Develop an initial evaluator certification training aligned to each provider's framework for teaching. Share and disseminate curriculum materials and trainings via the US PREP Toolkit. Research and stay abreast of national landscape issues and developments that impact US PREP curriculum (higher education, CAEP accreditation and standards, Common Core, cultural competency, Social and Emotional Learning, etc.)
- **Importance of Position:** Lead and manage a team of Regional Transformation Support Specialists to build relationships with coalition providers.

Senior Director of Operations & Strategic Initiatives

Calvin Stocker, MBA

12-month position

	Period One (8 months)	Period Two (12 months)	Period Three (12 months)
Total Personnel Cost	$11,733	$18,128	$18,672

- **Duties:** Develop, implement, and monitor, alongside the Executive Director, a clear strategy for scaling, sustaining, and achieving the desired reach and impact of US PREP. Manage and support US PREP's internal and external partnerships, and all processes related, including the recruitment and selection of new providers, development of consultancy plans, online communications, internal Request for Proposals and literature reviews, and both internal cross-functional and external cross-organizational collaborations. Oversee US PREP's processes, systems and approach to implementing data collection, analysis, provider and technical assistance integrity monitoring, program reviews, prioritization of metrics and impact measures, interpretation of program reach, and both internal and external communication of data to all stakeholders. Manage and support both the plan and approach of US PREP's reach and impact communication strategy, including online communications (e.g. website, social media, newsletters, etc.), internal and external annual reports, performance reports for coalition partners, publications in the field of education and educator preparation, and performance reports for US PREP team members. Maintain a strong foundation of legislation, policies, accreditation requirements, rules, and the partnering organizations that impact and inform teacher preparation in the states in which US PREP partners/across the nation, determining approaches for influencing, advocating, and/or knowledge sharing that advances the mission of US PREP. Research, propose (via grant writing), build, and maintain funder relationships/streams (e.g. local philanthropy, national foundations, state grants, federal grants, state allocation of funds, etc.) that position US PREP to accomplish its short and long-term reach and impact goals, at scale, while progressively enhancing the sustainability of funding structures. Serve as the core advisor to, and proxy of, the Executive Director and corresponding US PREP leadership and teams; providing guidance, management, and oversight of membership, partners, processes, day-to-day tactical plan execution, and strategy in order to achieve the US PREP mission.
- **Importance of Position:** Leads the US PREP team towards achieving complex operational and strategic initiatives, supporting both the scalability and sustainability of a coalition of partners devoted to renewing educator preparation across the nation.

Senior Director of Data & Continuous Improvement

Craig Morton, Ph.D.

12-month position

	Period One	Period Two	Period Three

	(8 months)	(12 months)	(12 months)
Total Personnel Cost	$6,312	$14,628	$15,067

- **Duties:** Plans and executes effective and efficient data collection and analysis plans with all US PREP coalition members as it relates to the US PREP impact data. Leads the development and implementation of program integrity measures aligned with the US PREP Developmental Framework. Leads the development, use, and analysis of valid and reliable qualitative and quantitative data collection instruments, such as surveys, integrity measures, etc. Leads the planning and execution of performance reporting to grant-making organizations. Presents data results in ways that are engaging, relevant, comprehensible, and actionable to various stakeholders. Leads the dissemination of US PREP data and research locally and nationally. This includes narrative reports, presentations, newsletters, etc. Leads the planning and execution of US PREP data convenings (data days, summits, etc.) Manages US PREP staff and consultants to ensure staff and coalition members are proficient in data collection and data visualization policies/practices, and to make updates/revisions to data systems, as needed. Designs, executes, and assesses US PREP data visualization tools, processes, and structures. Serves as the US PREP Lead for the EPIC evaluation of US PREP
- **Importance of Position:** Oversees data collection and analysis, supporting the Center in measuring each provider's progress as well as the Center's impact.

Data & Systems Analyst

TBN

12-month position

	Period One (8 months)	Period Two (12 months)	Period Three (12 months)
Total Personnel Cost	$16,000	$37,080	$38,192

- **Duties:** Supports Sr. Director of Data in providing effective and efficient data collection and analysis plans with all US PREP coalition members as it relates to the US PREP impact data. Supports the development and implementation of program integrity measures aligned with the US PREP Developmental Framework. Supports the development, use, and analysis of valid and reliable qualitative and quantitative data collection instruments, such as surveys, integrity measures, etc. Supports the Sr. Director in the planning and execution of performance reporting to grant-making organizations. Works with the Sr. Director in presenting data results in ways that are engaging, relevant, comprehensible, and actionable to various stakeholders. Assists in the dissemination of US PREP data and research locally and nationally. This includes narrative reports, presentations, newsletters, etc. Supports and assists in the planning and execution of US PREP data convenings (data days, summits, etc.) Aids US PREP staff and consultants to ensure staff and coalition members are proficient in data collection and data visualization policies/practices, and to make updates/revisions to data systems, as needed. Designs, executes, and assesses US PREP data visualization tools, processes, and structures. Serves as the US PREP Lead for the EPIC evaluation of US PREP
- **Importance of Position:** Assists and/or supports in the data collection and analysis, supporting the Center in measuring each provider's progress as well as the Center's impact.

Regional Transformation Support Specialist (RTS)

Michelle Franco-Westacott, Lynda Scott, Ed.D., Laura LaCroix and a new position to provide continued capacity for supporting a Technical Assistance Center Fellowship

12-month positions

		Period One (8 months)	Period Two (12 months)	Period Three (12 months)
Total Personnel Cost	Michelle Franco-Westacott	$38,042	$58,775	$60,539
Total Personnel Cost	Lynda Scott	$45,231	$69,882	$71,978
Total Personnel Cost	Laura LaCroix	$17,510	$27,053	$27,865
Total Personnel Cost	New Position	$52,700	$81,421	$83,864

- **Duties:** Provides on the ground support and services to partner universities. Support and services includes: Conducting a needs assessments and working collaboratively with providers to develop Individual Transformation Plans (ITPs) and Quarterly Outcome Reviews; conducts monthly site visits to provider sites and facilitates weekly virtual meetings (Q&A, progress monitoring, etc.); Works closely with leadership teams to examine current budget structures in order to ensure sustainability of transformation initiatives; creates resources materials and makes them available on the US PREP Toolkit; designs, plans, and facilitates summer trainings for site coordinators and program leaders. The addition of a new Regional Transformational Support Specialist will also enable US PREP to continue to provide for a cohort of Technical Assistance Center *Fellows* that are working to launch new technical assistance centers across the nation.
- **Importance of Position:** The universities within the project are geographically isolated and have unique needs. With numerous programs, professional development needs to be locally delivered and tailored to meet the needs of each program. A Regional Transformation Support Specialist provides the support and training needed and can base that support on data that is collected. Each position will be assigned to the rural or urban sites to support the focused implementation required to ensure fidelity to the model across the programs.

Business Manager

Elizabeth Lindsey

12-month position

	Period One (8 months)	Period Two (12 months)	Period Three (12 months)
Total Personnel Cost	$12,747	$19,694	$20,285

- **Duties:** Oversees all aspects of the US PREP budget including sub-award budgets. Establishes controls for the approval of various actions within functional responsibility, such as personnel actions and expenditures. Prepares and coordinates the preparation of major operational and special budgets; prepares budget projections and analyses. Prepares financial and administrative reports; analyzes and interprets statistical, financial and management planning data for decision-making and strategic planning. Manages and controls personnel services budget, expenditure and revenues; reviews and authorizes purchase of supplies, services, and equipment.

- **Importance of Position:** Responsible for the oversight of the business operations of the business processes for the grant. This includes appropriate purchases, paperwork for personnel services and ensuring appropriate accountability.

Project Coordinator

Michael Harper

12-month position

	Period One (8 months)	Period Two (12 months)	Period Three (12 months)
Total Personnel Cost	$12,073	$18,653	$19,213

- **Duties:** Administrative support role to all team members including processing travel applications/vouchers, purchase orders and reconciling purchasing cards. Coordinates scheduling, event location logistics, food, and other event attendee related actions.
- **Importance of Position:** Responsible for administrative tasks such as milestone documentation, billing, meetings, travel, and other tasks. Supports the planning, implementation and resources necessary to support collaborative work required to ensure clear articulation of priorities and deadlines with project staff including agreed upon timelines and deliverables.

Clinical Coaches (2 coaches)

- **Duties**: Site visits and bi-weekly virtual meetings; Co-scoring performance assessments to monitor inter-rater reliability; Co-planning and co-teaching mentor trainings; Co-planning and co-teaching student teaching courses; Co-planning and co-facilitating governance meetings; Support with creating the student teaching course syllabi, mentor/teacher candidate handbooks, and other materials for the US PREP Tool Kit; Provision of coaching and feedback related to conducting pre and post conferences, mentor trainings, course instruction and governance meetings; Support with conducting crucial conversations and professionalism conversations with teacher candidates (i.e. PIP, etc.).
- Totals

Year One: $0	Year Two: $33,984 (12 months)	Year Three: $33,984 (12 months)

  - $40/hour, 30 hours/month for 12 months for 2 coaches currently Texas Tech University staff

Travel: Provide a rationale for the travel budgeted and assumptions used to determine appropriate number of trips and personnel required. Also include a brief rationale for how travel costs were estimated.

Bi-Annual Convening Travel

- Purpose: Bi-annual School-University shared leadership meetings designed to identify, plan, pilot, research and scale forward thinking innovations in teacher preparation.
- Totals

Period One: $136,800	Period Two: $136,800	Period Three: $136,800

  - $650 Flight & bag fee
  - $150 Meals and incidentals, travel days
  - $150 Ground transportation, parking

- $950/person for 10 people/provider including 2 trips/year for each of the 6 universities and 12 US PREP personnel

US PREP Regional Transformation Specialist and Clinical Coach Site Visits

- Purpose: Regional Transformation Specialists will make 2-day visits to each provider site to provide on-the-ground assistance with meeting grant objectives.
- Totals

Period One: $46,200	Period Two: $132,000	Period Three: $132,000

- GSA per diem rates for hotels and meals vary per state and month. GSA rates will be used for all trips.
- $1,100/person for 6 trips /university in year one increasing to 10 trips/year/university years 2 and 3
- $1,100/person for 6 trips /Texas university in year one increasing to 10 trips/year/Texas university years 2 and 3

US PREP Leadership Travel

- Purpose: US PREP personnel will make bi-annual 2-day visits to each provider site to provide on-the-ground assistance with meeting grant objectives.
- Totals

Period One: $15,000	Period Two: $30,000	Period Three: $30,000

- $650 Flight & bag fee
- $300 Hotel 2 nights
- $150 Meals and incidentals
- $150 Ground transportation, parking
- $1,250/person for US PREP personnel, 2 trips to each of the 6 universities

US PREP Site Coordinator & Program Coach Training

- Purpose: The primary goal of US PREP is to ensure strong partnerships between pre-K-12 districts and university providers. To accomplish these deep relationships with school districts, university providers invest in a site coordinator, a district-embedded faculty member who serves as the liaison between the school and the university and ensures that our partnership and programming is operating at the highest level. US PREP will conduct training for new site coordinators in the coalition. Program Coach training is for experienced site coordinators or people who are in leadership roles overseeing the site coordinators. This training will equip program coaches with skills needed to lead and coach their site coordinators and programs scale to multiple districts.
- Totals

Period One: $30,600	Period Two: $30,600	Period Three: $30,600

- $650 Flight & bag fee
- $270 Meals and incidentals on travel days
- $100 Ground transportation, parking
- $1020/person for 5 people/provider for 1 trip/year for each of the 6 universities

US PREP Curriculum Design Symposiums

- Goal: To support US PREP and its providers in accomplishing the four Quality Objectives with specific attention to Quality Objective1.4: Coursework includes opportunities for teacher candidates to teach to the College & Career Readiness Standards, integrates the teaching and assessment of the TPP teacher evaluation competencies, integrates K-12 curriculum, and provides consistent (e.g. throughout the whole program) opportunities for candidates to practice teaching in safe settings (e.g. rehearsal like pedagogies), and apply teaching skills in the P-12 classroom. The Curriculum Design Symposiums will:
- Approach: US PREP will provide universities with the platform, tools, experts, and processes for large-scale revision of coursework and curriculum across each of the coalition members' teacher preparation programs. This work will begin with a series of symposiums (see *draft* symposium topics below) in which faculty will work alongside US PREP Curriculum Coaches to launch, pilot, and continually revise coursework aligned to research-based practices in literacy, numeracy, practice, and diversity, equity, & inclusion with specific attentiveness to integrating high-leverage K-12 content standards. Ensuring a strong alignment between best-practices in coursework, facilitation of the coursework, modeling and practice-based facilitation, and connection to clinical practices/field experiences, Curriculum Design Coaches will ensure that university faculty have the skills, aptitudes, and orientations necessary to prepare candidates to access and teach high-quality and rigorous K-12 content. Through coursework transformation plans and execution that is initiated and continuously refined at symposiums, university faculty will align their developmental approaches of candidates to those necessary for novice teachers to facilitate and model content at a rigorous level to their K-12 students.

Annual Objectives and Deliverables:

Goal 1: Build the capacity of US PREP staff and program faculty around CCRS-aligned preparation to support university faculty in coursework diagnosis, revision, and facilitation.

Milestones	Metrics	Timeline
1.1 Create a role and job description for US PREP-based Curriculum Coaches aimed at supporting the diagnosis, revision, and facilitation of high-quality coursework that is CCRS-aligned, rigorous, and practice-based.	US PREP Curriculum Coach job description	November, 2019
1.2 Onboard and develop coalition member Curriculum Coaches in high-leverage content and coursework best practices in order to support faculty with coursework revision and facilitation	Professional development and training sessions that are CCRS-aligned, promote rigorous K-12 content and coursework methods, and facilitation best-practices and assessment	December, 2019
1.3 Provide CCRS professional development that is focused on high leverage K-12 content and standards <u>and</u> higher education coursework planning/facilitation best practices *(Indicators 3.1, 3.3)	US PREP symposium attendance rosters; Faculty self-efficacy survey in CCRS (pre-and-post), Professional development agendas, and exit surveys	December, 2019
1.4 Hold Coursework and Curriculum symposiums aimed at improving the capacity and skills of college faculty to revise coursework that promotes the improved development of novice teacher candidates in facilitating high-leverage K-12 content	**Whole-Group symposium #1** - Vision and Baseline/Setting the Foundation (Why and How) **Whole-Group Symposium #2 -** Focus Based on Curriculum/Coursework Revision/Action Plan (align on approach, largest impact approaches)	TBD

	Whole-Group Symposium #3 - Showcase Best Practices and Implementations of Coursework Re-Design and Determining Next Steps (for the institution)	

Goal 2: Create and adapt tools, processes, and resources, including the US PREP Developmental Framework and instruments for faculty planning, observation, and coaching, more fully integrating CCRS-aligned content and faculty course best practices, enabling the assessment of faculty in building strong CCRS-aligned instructional skills.

Milestones	Metrics	Timeline
2.1 Solidify the Course Syllabi Rubric, develop CCRS-aligned coursework revision processes and practices (including the facilitation rubric) for Curriculum Coaches, and establish systems for reviewing coursework and observing faculty.	Course Syllabi Rubric Coursework revision process model/approach Coursework revision progress monitoring tool (e.g. ITP like) Coursework revision agendas and outcomes Teacher Educator Practice Rubric/Facilitation instrument	December, 2019
2.2 Develop a CCRS toolkit that method instructors and site coordinators can access to retrieve high-quality CCRS materials and resources.	CCRS Toolkit	June 2019-July 2020
2.3 Develop and revise the pre-and post-conference process to include CCRS coaching supports for faculty members.	Pre-and Post-conference protocols for Curriculum Coaches to use with faculty	December, 2019
2.4 Provide training and support to Curriculum Coaches aligned to CCRS and coursework design, planning, and facilitation best practices.	Training agendas, exit surveys, Faculty Course planning agendas and Performance Assessment Scores (which will contain a norming component)	-Training will take place prior to the launch of each program and providers coursework revision -Performance assessments will be administered on a rolling basis as Curriculum Coaches plan and observe faculty members who have gone through the coursework revisions.
2.5 Assess quality of faculty integration of CCRS and coursework best-practices in revision and facilitation during classes	Faculty planning and performance assessment results in (1) Revision of syllabi, (2) High-quality standards & objectives revision, (3) Coursework best practices planning and implementation, and (4) Facilitation of experiences that improve novice teachers' ability to facilitate high-quality K-12 content in their residency.	Starting in December 2019 and will continue each semester

Goal 3: Execute on coursework revision methods and processes aligned to the US PREP Developmental Framework and instruments for faculty planning, observation, and coaching, more fully integrating CCRS-aligned content and faculty course best practices, enabling candidates to facilitate high-leverage K-12 content to their students in both the residency year and in the future.

Milestones	Metrics	Timeline
3.1 Develop/Identify a process for reviewing course syllabi for CCRS instruction *(US PREP Developmental Framework Indicators 1.4, 1.6)	Course Syllabi Audit Measure & Process	December, 2019

3.2 Curriculum Coaches diagnose faculty coursework syllabi against the Syllabi Review Rubric in order to assess the current status of coursework	*Syllabi Review Diagnostic results, by university Exemplar syllabi Syllabi from each coalition university *Math and Literacy courses in year I	On-going
3.3 Curriculum Coaches plan coursework and observe facilitation of courses with faculty in order to ensure the use and best dissemination of high leverage K-12 curriculum and standards for novice teacher candidates	Planning agendas Revised syllabi and course materials/artifacts Course facilitation rubrics (TEPF Rubric) Debrief agendas with faculty following course observation Syllabi Review Rubric	On-going
3.4 Curriculum Coaches and Regional Transformation Specialists prepare whole-faculty professional development at colleges of education to communicate and manage change efforts, scale transformation, and build the capacity of future faculty that will begin coursework revision cycle.	Whole-faculty professional development agendas Professional development sessions	On-going
3.5 Provide CCRS professional development that is focused on the high leverage content for methods instructors *(US PREP Developmental Framework Indicators 1.4, 1.6, 3.3)	Faculty self-efficacy survey in CCRS (pre-and-post), Professional development agendas and sessions, and exit surveys	Using the US PREP Developmental Framework, on average, all coalition member sites will be at: Emerging by March 2020 Developing by March 2021
3.6 Continually support methods instructors with integrating CCRS high-leverage content into their coursework *(US PREP Developmental Framework Indicators 1.4, 1.6)	Planning agendas Symposium schedules, sessions, artifacts, etc. Debrief agendas with faculty following course observation and symposiums Adjusted courses/Exemplar courses Exemplar course facilitation videos	On-going

Period One: $85,500	Period Two: $85,500	Period Three: $85,500

- $650 Flight & bag fee
- $150 Meals and incidentals, travel days
- $150 Ground transportation, parking
- $950/person for 5 people/provider for 3 trip/year for each of the 6 universities

National Conferences

- Purpose: US PREP personnel will attend and present at national conferences per year (e.g. AACTE, TAP, and AERA) to disseminate the project objectives and outcomes.
- Totals

Period One: $0*	Period Two: $0*	Period Three: $47,760

- $650 Flight & bag fee
- $450 Hotel 2-3 nights
- $240 Meals and incidentals
- $200 Ground transportation, parking
- $10.800 Registration Fees, $450 each
- $1,990/person to attend conferences/year for 10 US PREP personnel
- *Years 1 and 2 are funded out of BMGF Cohort II budget

Consultants: Provide a brief description of the work to be performed by consultants in support of the overall Project and describe any expenses that have been included.

Self Study Research Coaches and Leads

- Duties: Meet regularly with US PREP project coordinators and Research Leads from other institutions to jointly plan and conduct Self-Study activities. Coordinate local data collection and analysis activities related to analysis and improvement of local support for data use. Provide periodic reports to local program faculty, staff and academic leaders related to research findings, and collaborate in the design and implementation of strategic actions aimed at improving local support for data use. Collaborate with the Self Study co-Principal Investigators (Cap Peck, Sarah Beal, Sarah Saltmarsh), and Lead Researchers from other institutions to identify promising data use policies and practices across US PREP partner institutions, and to identify promising practices for supporting cross-institutional learning related to US PREP project goals
- Totals

Year One: $0	Year Two: $110,000 (12 months)	Year Three: $110,000 (12 months)

- $10,000 stipend each for 5 Coaches and 6 Research Leads

Clinical Coaches

- Duties: Site visits and bi-weekly virtual meetings; Co-scoring performance assessments to monitor inter-rater reliability; Co-planning and co-teaching mentor trainings; Co-planning and co-teaching student teaching courses; Co-planning and co-facilitating governance meetings; Support with creating the student teaching course syllabi, mentor/teacher candidate handbooks, and other materials for the US PREP Tool Kit; Provision of coaching and feedback related to conducting pre and post conferences, mentor trainings, course instruction and governance meetings; Support with conducting crucial conversations and professionalism conversations with teacher candidates (i.e. PIP, etc.).
- Importance of Position: Each Clinical Coach provides virtual and on-the-ground support to one university provider.
- Totals

Year One: $0 (8 months)	Year Two: $48,000 (12 months)	Year Three: $48,000 (12 months)

- $40/hour, 30 hours/month for 10 months

Curriculum Design Coaches

- **Duties**: Curriculum Design Coaches will support US PREP Coalition members in establishing a curriculum and coursework revision plan across the college of education that aligns to research-based practices in literacy, numeracy, practice, and diversity, equity, & inclusion with special attention to K-12 content standards. Ensuring a strong alignment between best-practices in coursework, facilitation of the coursework, modeling and practice-based facilitation, and connection to clinical practices/field experiences, Curriculum Design Coaches will ensure that university faculty have the skills, aptitudes, and orientations necessary to prepare candidates to access and teach high-quality and rigorous K-12 content. Through coursework transformation plans aligned to the US PREP Developmental Framework and promising practices/research-based best practices in literacy, math, along with all other fields of study/content areas, the objectives, experiences, and outcomes of courses will all be aligned to the developmental approaches necessary that ensure a candidates' ability to facilitate and model content at a rigorous level to their K-12 students.

- Totals

Year One: $0	Year Two: $72,0000 (12 months)	Year Three: $72,000 (12 months)

    - $40/hour, 30 hours/month for 10 months

Data Systems and Visualization

- Purpose: The data system and dashboards necessitate a maintenance and hosting costs. This includes access to the Data Dashboard with corresponding assistance and support through training seminars, materials, and on-demand support to ensure that members maximize the value and usability of their dashboard system.
- Total: $60,000 each year in years 2 and 3
    - $60,000 Total system maintenance and support cost

Capital Equipment: Provide a brief justification and description of any items required for the Project with a unit cost of greater than $5,000 (USD) and a useful life of more than one year.

Other Direct Costs: Provide a brief description and rationale for other direct costs required, including cost assumptions used to develop the budget for these costs.

Supplies

- Laptop and other equipment for new RTS position in year 1 and life cycle replacement for current employee equipment in year 3
- Totals

Year One: $3,800	Year Two: $0	Year Three: $0

US PREP Convening Hosting Expenses

- Purpose: Over the course of each year, US PREP will host multiple convenings. The convening expenses include participant lodging, meals, event space, and audio-visual technology rental. These totals represent a portion of the cost for all the events hosted.
- Annual Convenings
- Site Coordinator & Program Coach Training
- Curriculum Design Symposiums
- Dean's Leadership Network
- Research Self-Study Retreat

Year One: $133,704	Year Two: $133,655	Year Three: $150,000

Innovative Pilot

- Purpose: US PREP will write and solicit Innovation Pilot proposals every two years. The Center will then select a provider to conduct an innovation pilot designed to meet the unmet need of the K-12 students in the district partner sites.
- Total: $100,000 (Year Two only)

Sub-Awards

Funds will be used by university providers in order to fulfill the objectives of the grant. Each sub-awardee will have designated funds for personnel, travel, technology and other direct costs as needed.

Sub-Awards - Grantee to Complete

List all sub-grantees or subcontractors involved in this investment. Add more rows as needed.

Type of Sub-Award (e.g., grant or contract)	Name	Corporate Entity Name (if applicable)	Mailing Address
Sub-grantee	Texas 1 TBN		
Sub-grantee	Texas 2 TBN		
Sub-grantee	Texas 3 TBN		
Sub-grantee	California 1 TBN		
Sub-grantee	California 2 TBN		
Sub-grantee	California 3 TBN		
Sub-grantee	Innovative Pilot TBN (Year 2)		

If separate budgets are required (see above), please also submit a separate budget template and narrative for each sub-award.

Describe the work each organization is going to perform as well as the rationale for each organization chosen to participate on this project as a sub-grantee. If organizations are TBD, include the assumptions used to estimate cost for the sub-award and the process and timeline you will be using to select these organizations.

Note: You will be required to submit the sub-award budget once final.

Each provider's role is clearly articulated in the ITP. US PREP provided each provider with a sample budget to include allocating funding for the following:

- Site Coordinator (to support the re-design of the traditional supervisor role) (refer to the MOU for details)
- Data Lead (to lead the IMPACT Goal)
- Research Lead (to lead the Data for Continuous Improvement Goal)
- Swivl technology (for candidates' use during the clinical experience)
- Stipends for faculty engaging in curriculum design
- Stipend for the US PREP lead (one or two people attend all the US PREP check-in meetings)

Indirect Cost Rate - Grantee to Complete

Briefly explain the indirect cost rate being charged on this project and the rationale and assumptions behind it.

Texas Tech University is direct charging for the US PREP directors and administrators as these are direct costs and efforts that can be directly allocated to the project. What cannot be directly charged to the project are the various resources necessary to ensure proper and adequate subrecipient monitoring, primarily for the contractual and financial part of this project and with 7 subcontracts, as this is significant effort. With this in mind, TTU proposes a revised rate of 5% over the subcontract amounts, which is half of the allowed rate.

- Proposal review, approval, and submission
- Award acceptance, contractual negotiation and finalization.
- Award management
    - Official documents
    - IRB
    - Financial activities, including reporting
- $459,091 total

Currency Exchange - Grantee to Complete

Briefly describe any foreign currency exchange exposure with this investment. Which costs included in the budget are exposed to exchange risk? How much do these costs total?

N/A

Other Sources of Support for this Project - Grantee to Complete

If You are requesting funding from the foundation for only a portion of this Project and will depend on funds from other sources, please describe Your contingency plans if full Project funding does not become available. If You have applied for funding from other sources which overlap with the funding requested in this proposal, please indicate the nature and timing of that potential funding. Any expected in-kind contributions (e.g. drug donations, personnel time) should be included in the description.

NOTE: Names of the other sources and their expected dollar (U.S.$) contributions should be included on the 'Financial Summary & Reporting' sheet of the budget in the Funding Plan table.

Confirmed funding:

- Bill and Melinda Gates Foundation: $6,962,397
    - Current through December 31, 2019
- Michael and Susan Dell Foundation: $1,300,000
    - Current through December 31, 2019
- Raise Your Hand Texas: $900,000
    - Current through September 30, 2021
- Bill and Melinda Gates Foundation Data Project: $1,609,243
    - Current through June 30, 2020
- Bill and Melinda Gates Foundation: $7,249,641
    - Current through June 30, 2021
- Ewing Marion Kauffman Foundation: $300,000
    - Current through September 30, 2020 to support University of Missouri Kansas City
    - $300,000: tentative start date October 1, 2020 through September 30, 2021 to support University of Missouri Kansas City
- Schusterman Foundation: $500,000
    - December 1, 2018 through September 30, 2020 to help support general operational costs
- Silver Giving: $200,000
    - Annual to help support California specific sub-awardees

Pending applications:

- Peter and Carmen Lucia Buck Foundation: $300,000
    - Tentative start date December 1, 2019 through November 30, 2020

Location of Work - Grantee to Complete

List all countries and sub-regions/states where this work would be performed and associated dollar amounts. If location of work includes the United States, indicate city and state. Add more rows as needed. More information about Geographic Location of Work can be found here.

Location	Foundation Funding (U.S.$)
California	$2,770,455
Texas	$3,229,545

Geography Served - Grantee to Complete

List all countries and sub-regions/states that would benefit from this work and associated dollar amounts. If areas to be served include the United States, indicate city and state. Add more rows as needed. More information about Geographic Areas to Be Served can be found here.

Location	Foundation Funding (U.S.$)
California	$2,770,455
Texas	$3,229,545

SECTION C – ROLES & RESPONSIBILITIES

Conduct and Control of the Project - Grantee to Complete

In answering the questions in this section, please consider all Project activities, such as those involving: confidential or protected information (including personally identifiable information or protected health information); the inclusion of children or vulnerable populations; research involving human subjects; clinical trials; post-approval studies; field trials; experimental medicine; provision of medical services (diagnostic, prophylactic or treatment); product development; use of genetically modified organisms, human tissue, animals, radioactive isotopes, pathogenic organisms, recombinant nucleic acids, select agents or toxins (www.selectagents.gov), dual-use technology (http://export.gov/regulation/eg_main_018229.asp), or any substance, organism, or material that is toxic or hazardous; use of aircraft, unmanned vehicle systems, drones or satellites; and the import, export, transfer, approvals, consents, records, data, specimens, images, and materials related to any of the foregoing.

1. **Please confirm that Your organization:**
   a. **will maintain the expertise necessary to conduct, control, manage, and monitor all aspects of the Project in compliance with all applicable ethical, legal, regulatory, and safety requirements including applicable international, national, state, local, and institutional, school district or school network standards and policies and is responsible for determining and complying with these requirements and standards;**
   b. **will not disclose any confidential or protected information to the Foundation without obtaining prior written approval from the foundation and all necessary consents to disclose such information;**
   c. **acknowledges that any activities by the Foundation in reviewing documents, providing input or funding does not modify Your organization's responsibility for determining and complying with all applicable ethical, legal, regulatory, and safety requirements for the Project in all places;**
   d. **is a government agency, public institution or multilateral organization or will otherwise maintain insurance coverage sufficient to cover the activities, risks, and potential omissions of the Project in accordance with generally-accepted standards and as required by law (for instance, general, professional, clinical trial, product liability, medical malpractice, workers' compensation, or otherwise);**
   e. **will not transfer any biological materials, chemicals, reagents, hazardous materials or the like to the Foundation.**

Confirmed x____

Not confirmed ____ (please explain)

2. **Does the Project involve regulated human subject research?**

   No __x__

   Yes ____ (If yes, please identify the name of the entity that will be conducting such research and please describe any consents, approvals or waivers needed or obtained to the extent such are necessary for compliance with applicable law.)

Background Technology – Grantee to Complete

Please list any Background Technology that will be used in the Project. The use of commonly-available, off-the-shelf products (such as Microsoft Excel, Adobe, etc.) need not be disclosed. [Note: Background Technology previously funded by the foundation will be considered a Funded Development for purposes of Global Access and any license to the foundation.] Add more rows, as needed.

"Background Technology" means any and all products, services, processes, technologies, materials, software, data, or other innovations, and intellectual property created by You or a third party prior to or outside of the Project used as part of the Project.

List each Background Technology to be used in the Project	Is this Background Technology owned, controlled, or developed by You or sublicensable by You?	Do You need permission/license from any third party to use this Background Technology to achieve Global Access?	If any permission/license is needed, please detail below and describe Your plan and timeline to obtain such permission/license or submit a copy of the agreement.	If this Background Technology is subject to IP rights, please identify and include any links to applications, filings, or registrations, as applicable.
a	____ Yes __x_ No	____ Yes __x_ No		
b	____ Yes _x__ No	____ Yes _x__ No		
c	____ Yes _x__ No	____ Yes _x__ No		

Advocacy and Lobbying - Grantee to Complete

While the foundation funds a broad range of advocacy activities, US law prohibits foundation funds from being earmarked to support direct or grassroots lobbying communications. Describe how this Project will be conducted in compliance with these rules, as summarized in the Advocacy Guidelines Handout, and any other relevant local, state, or non-US lobbying laws. If foundation grant funds will be earmarked to influence policies, budgets, innovations, frameworks, action plans, etc., that could require a legislative vote, explain how such "legislative" activities will be conducted in accordance with the applicable rules and exceptions. Your explanation should address both direct and grassroots communications. If this investment does not include advocacy activities, indicate in the space below.

Foundation funds will not be used for activities that are constituted as lobbying.

SECTION D – PROJECT-SPECIFIC QUESTIONS

☐ Measurement & Evaluation
☐ Data Access
☐ Election Related Activities
☐ Custom Questions

Measurement and Evaluation - Grantee to Complete

Describe your plan for monitoring and evaluation of the outputs and outcomes identified in the narrative above. Specifically address:

1. The learning/evaluation questions for this investment and how You plan to answer them through monitoring and/or evaluation;
2. The resources (financial, technical, human) You need to ensure high quality monitoring and/or evaluation data; and
3. If You are planning a formal evaluation, describe when it will be conducted during the grant, who will conduct it (external/third party or not), the methodology You will consider, and how the main evaluation audiences will use the findings.

See the foundation's evaluation policy for reference.

Listed below is an explanation of the evaluation tools:

- Each provider's Individualized Transformation Plan includes milestones and accountability measures. These ITPs are formatively monitored on a **monthly** basis by the Regional Transformation Specialists (RTS).
- Each provider's ITP is more formally monitored through the **Quarterly** Program Review Process (see sample here: Quarterly Program Review Process) that involves the Dean, the US PREP Exec Director, and Regional Transformation Specialist.
- Each provider's progress will be summatively measured through an **annual** program integrity measure using the the US PREP Development Framework. This annual review will involve a self-assessment from the provider, obserservations and artifacts collected by

the RTS, and data from the measures will be analyzed by the US PREP Director of Continuous Improvement.

- An annual Technical Assistance Survey will be administered to collect provider's perceptions regarding the support received: US PREP Technical Assistance Survey administered annually

Data Access - Grantee to Complete

We anticipate this investment, if funded, would generate datasets that may be of interest to the foundation and/or to the field if made publicly available. Please describe any datasets that will be generated as part of this investment. Specifically address when and how the datasets would be made available to the foundation and/or to the public, in what form or format, and any anticipated costs to your organization. Additional information about Data Access can be found here.

As part of the orientation meetings, the application, and the interviews, US PREP will make it very clear to prospective providers about the data that will need to be made available. The MOU clearly describes the data that will be shared with the Center. The MOU is a formal agreement between the university, school, and US PREP to show our commitment to data sharing. Further, US PREP will work with Data Leads on a monthly basis to ensure data is being collected in an organized way and is able to be accessed by the users, as well as, US PREP.

US PREP will develop a scope and sequence (example: Month by Month DS Plan) to support Data Leads with preparing data for the semester-by-semester days. One challenge we anticipate is with the collection of provider impact data in states where the data is not easily accessible. To mitigate this, the MOUs contain data sharing agreements.

Common Metrics:

- K-12 Student Perception Survey
- District Partnership Perception Survey
- VAM data or other data show a graduates' impact on student achievement

Other Data that will be common to most providers:

- TAP rubric data
- Teacher candidate perception of mentor teacher effectiveness
- Teacher candidate perception of instructor effectiveness
- Walkthrough form
- Mentor teacher bi-weekly progress report on the teacher candidate
- Professional Development Feedback Survey

To confirm these commitments, these metrics are clearly outlined in the MOU and were part of the interview process with US PREP.

Election-Related Activities - Grantee to Complete

Foundation funds may not be used to influence the outcome of any public election, in any country at the national, state, or local level. Please describe how foundation funds will be used to support advocacy activities that coincide with campaigns for elective office (e.g., voter education, polling or surveys, engagement with a candidate or parties), consistent with US and any additional local rules which may apply.

No foundation funds will be used to influence the outcome of any public election, in any country at the national, state, or local level.

Custom Question - Grantee to Complete

Custom Question(s)

N/A

SECTION E – PROGRESS NARRATIVE

If this grant is approved and activated, complete this section for each progress report and submit to Your foundation Investment Owner and Investment Coordinator on the date indicated in Your grant agreement or latest amendment.

- **Use this section to provide updates to Your foundation Investment Owner regarding progress made toward achieving Your Project's stated outputs and outcomes.**
- **The Progress and Final Narratives must be submitted in Word, as PDFs will not be accepted.**
- **Please remember to update the Actual Completion Dates in the Investment Results Chart at the end of Section A. If You'd like to edit any other information in this chart beyond the Actual Completion Dates, please consult with Your foundation Investment Owner.**

For multiple narratives, copy and paste the below questions/fields (up to Section F - Final Narrative) for each narrative.
DO NOT OVERWRITE EXISTING NARRATIVES.

Scheduled Payment Amount (if applicable)	$	**Reporting Due Date**	
Reporting Period Start Date		**Completed By**	
Reporting Period End Date			

By submitting this report, I declare that I am authorized to certify, on behalf of the grantee or vendor identified on page 1, that I have examined the following statements and related attachments, and that to the best of my knowledge, they are true, correct and complete. I hereby also confirm that the grantee or vendor identified on page 1 has complied with all of the terms and conditions of the Grant Agreement or Contract for Services, as applicable, including but not limited to the clauses contained therein regarding Use of Funds, Anti-Terrorism, Subgrants and Subcontracts, and Regulated Activities.

Progress Details

Provide information regarding the current period's progress toward achieving the investment outputs and outcomes as well as the work planned or anticipated for the next period. Please also remember to update the completion dates in the Investment Results Chart at the end of Section A.

Global Access Update

Are there any updates to Your responses to the Global Access/Impact for Foundation's Beneficiaries questions (a – d) in Section A?

No ____

Yes ____ (If yes, please explain below)

Outputs/Funded Development and Background Technology Updates

Are there any new Outputs/Funded Developments to report which were not described in any documents previously submitted to the foundation?

No ____

Yes ____ (If yes, please explain below)

Are there any additional Background Technologies to report which were not described in any documents previously submitted to the foundation?

No _____

Yes _____ (If yes, please explain below)

Project Adjustments

For each outcome or output that is behind schedule or under target, explain what adjustments You are making to get back on track.

Feedback for the Foundation

Provide one to three ways the foundation has successfully enabled Your work so far. Provide one to three ways the foundation can improve.

Roles and Responsibilities

Do You represent that the Project activities were conducted in compliance with all applicable ethical, legal, regulatory and safety requirements?

Yes ____

No ____ (If no, please explain below)

Are any new activities[1] planned which were not described in any documents previously submitted to the foundation?

No ____

Yes ____ (If yes, please explain below)

1 *In answering this question, please consider all new Project activities, such as those involving: confidential or protected information (including personally identifiable information or protected health information); the inclusion of children or vulnerable populations; research involving human subjects; clinical trials; post-approval studies; field trials; experimental medicine; provision of medical services (diagnostic, prophylactic or treatment); product development; use of genetically modified organisms, human tissue, animals, radioactive isotopes, pathogenic organisms, recombinant nucleic acids, select agents or toxins (www.selectagents.gov), dual-use technology (http://export.gov/regulation/eg_main_018229.asp), or any substance, organism, or material that is toxic or hazardous; use of aircraft, unmanned vehicle systems, drones or satellites; and the import, export, transfer, approvals, consents, records, data, specimens, images, and materials related to any of the forgoing.*

FINANCIAL UPDATE

The purpose of this section is to help the foundation understand how programmatic performance affects actual and projected expenditures over the life of the investment.

Feel free to reach out to your foundation contact for support with these progress reporting requirements.

Note: Budget template and financial narrative instructions can be found here. If you are using an older version of the budget template, this information could be in a different location in your template.

Latest Period Variance

"Latest period variance" compares expenditures that occurred in the reporting period against the most recent forecast. See "Financial Summary & Reporting" sheet in the foundation budget template for calculated variance (for example, column AD, starting on row 29 for period 1). Note that the allowable variance is defined in your grant agreement.

1. Did the project spend more-or-less than anticipated in comparison to the most recent forecast? Please explain the primary drivers and their causes of the overall variance for the latest period (for example – programmatic changes, delays in recruitment).

2. Please provide a detailed explanation for any expense category in which the variance was greater than 10%. This should include an explanation of programmatic decisions affecting expenditure amounts and/or how actual costs differed from prior assumptions.

Future Period Projections

"Future period projections" includes forecast by expense category and any additional dimensions for the future remaining reporting periods.

When populating your projections, please provide realistic projections that take into account the latest plan of expected activities and up-to-date associated costs. For example, projections usually will not simply carry forward previously unspent budget amounts into the next period or exactly match the original period budget. However, in total, the projections should match the total budget amount.

1. Explain how your future projections for the remaining periods compare to your previous forecast. Consider how the project's performance to date influences your forecast. In your response, please address the following:
   a. Any shifts (+/-10%) between expense categories, additional dimensions (if applicable), including the trade-offs and implications.
   b. Have these shifts to forecast been discussed with your BMGF Program Officer? Was there a decision/approval?
   c. Where your expected rate of spending has significantly increased/decreased, what is driving this difference?
   d. What are the key assumptions behind the forecast (e.g. scale of activities, hiring delays, timeline changes)?
   e. How have changes to your investment results framework affected your future period projections?

Sub-Awards (if applicable)

This sub-award section provides visibility to an often critical component of the grant spending where the budget template provides limited insight. The total of actual disbursements for this reporting period should equal the actual sub-award expenses reported on the "Financial Summary & Reporting" sheet in the budget template for this reporting period.

Use the table below to provide detail of all sub-grantee(s) or sub-contractor(s).

Organization Name	Actual Disbursement for this Reporting Period (U.S.$)	Total Disbursed from Primary Awardee to Sub to Date (U.S.$)	Total Sub-Awardee Spent to Date (U.S.$)	Total Contracted Amount (U.S.$)
	$	$	$	$
	$	$	$	$
	$	$	$	$
Total (ties to budget file(s))	$	$	$	$

1. For sub-awards greater than $1M, please provide explanatory detail as requested in the latest and future period sections above.

Note: It is the foundation's discretion to ask for updated sub-award budget files as part of the traditional progress report review process.

Other Sources of Support (if applicable)

Other Sources of Support include interest earned, current foreign exchange impacts, and co-funding (in-kind and other contributions).

1. Explain any notable impacts from other sources of support.

Financial Progress Summary Assessment

This section will help the foundation determine whether changes are needed to the payment schedule.

Note: This assessment does not guarantee that the previously agreed to payment schedule will change.

1. Based on the financial progress update provided, summarize your assessment of remaining financial payment needs and current payment requested to support your work. Please consider the following in your response:
   - Cash on hand as of the end of the reporting period as compared to the future period projection(s).
   - Financial and programmatic performance, and any potential changes proposed to the forecast through the remaining periods.

Checklist - As you review your answers to questions in the financial update section, ensure that your report provides the following:

1. Explanation of how project expenditures differed from plan and the implications on programmatic progress to date.
2. Realistic future period projections based on updated plans, results tracker and future cost expectations.
3. Explanation of how future period projections differ from the original budget and previous forecasts, and the implications.
4. Explanation of other sources of support (funds) from other funders, interest earned or converting to non-USD currencies.
5. Explanation of future financial payment needs based on the project's anticipated financial needs and cash on hand.

SECTION F – FINAL NARRATIVE

If this grant is approved and activated, complete this section at grant's end and submit to Your foundation Investment Owner and Investment Coordinator on the date indicated in Your grant agreement or latest amendment.

- **Use this form to provide Your final update to Your foundation Investment Owner regarding the results achieved for the entire project.**
- **In addition, please provide Your perspective on key lessons learned or takeaways and input on the foundation's support of Your work to ensure that we can capture and share learnings as appropriate both internally and externally.**
- **The Final Narrative must be submitted in Word, as PDFs will not be accepted.**

Reporting Period Start Date		**Reporting Due Date**	
Reporting Period End Date		**Remaining Funds** (If applicable)	$

By submitting this report, I declare that I am authorized to certify, on behalf of the grantee or vendor identified on page 1, that I have examined the following statements and related attachments, and that to the best of my knowledge, they are true, correct and complete. I hereby also confirm that the grantee or vendor identified on page 1 has complied with all of the terms and conditions of the Grant Agreement or Contract for Services, as applicable, including but not limited to the clauses contained therein regarding Use of Funds, Anti-Terrorism, Subgrants and Subcontracts, and Regulated Activities.

Final Progress Details

Provide information regarding the entire investment's progress towards achieving the investment outputs and outcomes. In addition, submit the [Investment Results tables] with actual results as requested. If You'd like to edit any other information in this chart beyond the completion dates, please consult with Your foundation Investment Owner.

Global Access

Do You confirm that You have ensured and will continue to ensure Global Access for the Funded Developments of the Project and, as applicable, Background Technology?

Yes _____

No _____ (If no, please explain below)

Outputs/Funded Developments and Background Technology

As part of Your Final Progress Report You must update your Outputs/Funded Developments disclosure and Background Technology disclosure. Do You confirm that You have provided a full and accurate disclosure of all Outputs/Funded Developments and Background Technology as applicable to the Project?

Yes ____

No ____ (If no, please explain below)

Lessons Learned

Describe the top one to three takeaways or lessons learned from this Project. If You were to do this Project again, how would You approach it differently, if at all?

Feedback for the Foundation

Provide one to three ways the foundation successfully enabled your work during this Project. Provide one to three ways the foundation can improve.

Subgrants

If Your grant agreement (not applicable to contracts) is subject to expenditure responsibility and permits You to make subgrants to organizations that are not U.S. public charities or government agencies/instrumentalities, please complete the Subgrantee Checklist and attach a copy with this progress narrative for each such subgrantee.

FINANCIAL UPDATE

The purpose of this section is to help the foundation understand how programmatic performance affects actual and projected expenditures over the life of the investment.

Feel free to reach out to your foundation contact for support with these progress reporting requirements.

BILL & MELINDA GATES foundation

Note: Budget template and financial narrative instructions can be found here. If you are using an older version of the budget template, this information could be in a different location in your template.

Latest Period Variance

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1. Did the project spend more-or-less than anticipated in comparison to the most recent forecast? Please explain the primary drivers and their causes of the overall variance for the latest period (for example – programmatic changes, delays in recruitment).

2. Please provide a detailed explanation for any expense category in which the variance was greater than 10%. This should include an explanation of programmatic decisions affecting expenditure amounts and/or how actual costs differed from prior assumptions.

Sub-Awards (if applicable)

This sub-award section provides visibility to an often critical component of the grant spending where the budget template provides limited insight. The total of actual disbursements for this reporting period should equal the actual sub-award expenses reported on the "Financial Summary & Reporting" sheet in the budget template for this reporting period.

Use the table below to provide detail of all sub-grantee(s) or sub-contractor(s).

Organization Name	Actual Disbursement for this Reporting Period (U.S.$)	Total Disbursed from Primary Awardee to Sub to Date (U.S.$)	Total Sub-Awardee Spent to Date (U.S.$)	Total Contracted Amount (U.S.$)
	$	$	$	$
	$	$	$	$
	$	$	$	$
Total (ties to budget file(s))	$	$	$	$

1. For sub-awards greater than $1M, please provide explanatory detail as requested in the latest and future period sections above.

Note: It is the foundation's discretion to ask for updated sub-award budget files as part of the traditional progress report review process.

Other Sources of Support (if applicable)

Other Sources of Support include interest earned, current foreign exchange impacts, and co-funding (in-kind and other contributions).

1. Explain any notable impacts from other sources of support.

Checklist - As you review your answers to questions in the financial update section, ensure that your report provides the following:

1. Explanation of how project expenditures differed from plan and the implications on programmatic progress to date.
2. Realistic future period projections based on updated plans, results tracker and future cost expectations.
3. Explanation of how future period projections differ from the original budget and previous forecasts, and the implications.
4. Explanation of other sources of support (funds) from other funders, interest earned or converting to non-USD currencies.

5. Explanation of future financial payment needs based on the project's anticipated financial needs and cash on hand.

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