INVESTMENT DOCUMENT - GRANT

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 collaborate with you as you prepare your proposal and 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 <u>grant terms and conditions</u>.

- *This is a proposal shaping document and not a commitment by the foundation to fund the work.*
- *Following execution of a grant agreement, the final Proposal Narrative and Budget 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.*
- *Please ensure each section of the proposal is complete (Section A- Investment Overview, <u>Section B- Teacher Preparation Program</u>, <u>Section C- Technical Assistance Provider</u>), <u>Section D- Budget Narrative</u>, <u>Section E- Standard Items</u>*

SECTION A: INVESTMENT OVERVIEW

General Information - Gates Foundation Staff to Complete

Investment Name	US PREP Cohort VI & V.		
Investment Record ID	*INV-029919*	**Investment Owner**	*Michelle Rojas*
Investment Coordinator	*Kristin Nichols*	**Investment Owner Title**	*Sr. Program Officer*

General Information - Grantee to Complete

Estimated Start Date	7/1/2021	**End Date**	6/30/2025
Requested Amount (U.S.$)	6,500,000	**Total Project Cost (U.S. $)**	6,500,000
Organization Legal Name[1]	Texas Tech University		
Organization Doing Business As/Trade Name[2]			
Tax Status (if known and applicable) Refer to <u>Tax Status Definitions</u>	Public, nonprofit education institution	**U.S. Employer Identification Number (EIN)** (if applicable)	75-6002622
Mailing Address		**Primary Contact Name**	
Street Address 1	2625 Memorial Circle	**Primary Contact Title**	Sarah Beal

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Country	United States of America	**Authorized Signer Title**	APV, Office of Research Services
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*

Proposal Completed/ Date Submitted	5/14/2021	**Organization's Total Revenue for Most Recent Audited Financial Year (U.S.$)**	$5,389,837

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.

This investment contributes to our goal of increasing the number of school systems in CA/TX (that serve high concentrations of Black, Latino, and low-income students), select new teachers from sustainable, scalable, quality programs.

- *Specifically, US PREP will:*
  - *work directly with teacher preparation programs in CA/TX to transform programs aligned to the foundation's Teacher Preparation Outcomes & Indicators.*
  - *work with organizations that are interested in becoming transformation centers*
  - *work with a broader set of TX/CA-based programs to improve programming ("light touch technical assistance")*
  - *Work with K-12 school systems to transform to innovative staffing models*
- *This investment relates others in the portfolio because US PREP:*
  - *is a member of our Teacher Prep Transformation Center Community of Practice, we have supported previous cohorts of US PREP, and US PREP supports the onboarding/planning of new transformation centers.*
  - *is part of our partnership with Texas Education Agency to increase sustainable, scalable residencies.*
  - *is partnering with Public Impact and Ed First to implement affordable 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.

to support the improvement of educator preparation programs.

Project Overview - Grantee to complete

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.

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.

Background

US PREP launched its first cohort in early 2016 with a commitment to create a long-lasting impact within teacher preparation programs across the country. We are pleased to share our most recent impact data from 2019-2020 - including enrollment, demographics, transformation progress, and sustainability.   Please see the report **HERE**.

USPREP Cohort I prep program providers entered the "Post-Transformation" phase in June 2019 after three and a half years of technical assistance. In this phase, the preparation programs pay a fee to US PREP to continue the partnership and both build on, and sustain, their transformation efforts. Cohort I includes programs that collectively train 967 candidates annually. US PREP engaged the Educational Policy Initiative at Carolina (EPIC), a research and evaluation team at the University of North Carolina-Chapel Hill, to complete an external evaluation that supported the measurement of scale and sustainability for Cohort I & II providers of the US PREP Coalition. As part of the external evaluation, EPIC facilitated a series of site visits and interviews, as well as examined data on teacher candidate performance and perception surveys, related to Cohort I's scale and whether each program was sustaining the changes they made while part of the USPREP cohort. Preliminary findings show that Cohort I coalition members have sustained the transformation goals. See the full report **HERE**.

An area that has been a challenge for teacher preparation programs across the nation is access to standardized and meaningful student-level outcome data. US PREP is working alongside state agencies to:

- Create unique, scrambled, identifiers for each candidate prepared and teacher in each state,
- Longitudinally identify which programs prepared each candidate/teacher, which districts and campuses they taught/teach at, the certification fields in which they were prepared, the subjects they were taught,
- Identify which programs each candidate/teacher was prepared in, and the model of preparation (e.g. yearlong residency, 14 week clinical experience, internship, etc.) they were developed in, and
- Connect each each of the aforementioned fields, by unique scrambled ID for each candidate/teacher to student outcome data (e.g. STAAR results) for the students they reached both in their residency/clinical experience AND in their years of teaching (for each year ascertained)

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, in partnership with the Texas Education Agency, will be used to provide technical assistance to **eight** universities and **12 school districts** in Texas who will comprise US PREP's Cohorts IV and V . The Center will facilitate collaboration among partner districts, providers and key stakeholders for the purpose of creating scaled and sustainable year long student teaching residencies 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 also ensures that teacher educators and candidates alike are prepared to leverage high-quality PK-12 curriculums and instructional materials that have a cumulative positive impact on student outcomes. Through coursework, candidates learn how to be skilful users of high-quality instructional materials (evaluating their school district curriculums and knowing how to supplement with high quality open source materials when needed). 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).

Activity	August 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024-June 2025
Cohort IV (4 providers), **3 funded by TEA, 1 funded by BMGF** Cohort V (4 providers) funded by BMGF Strategic staffing for 12 districts	Launch transformation efforts with cohort IV: *Prairie View A&M *Texas A&M - Corpus Christi *Texas A&M - Texarkana *UH - Victoria	Recruit 4 new providers Recruit 6 school districts for strategic staffing for cohort IV	Cohort IV launches 2-3 pilot residencies Launch transformation efforts with cohort V Strategic Staffing Design Year for Cohort IV in 6 districts	Recruit 6 school districts for strategic staffing for cohort V	Cohort IV scales residencies with strategic staffing supporting residents in 6 districts *Implement evaluation for strategic staffing Cohort IV launches 2-3 pilot residencies Strategic Staffing Design Year for Cohort V in 6 districts	June 2024: Cohort IV: Post-Transformation Fall 2024: Cohort V scales residencies with strategic staffing supporting residents in 6 districts *Implement evaluation for strategic staffing June 2025: Cohort V: Post-Transformation

Technical Assistance for Cohort IV & V

Spring 2021: Selection of Cohort IV

Before they are selected to join US PREP, potential university partners will engage in a webinar or a pre-orientation meeting to review the commitments as outlined in the 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)**

The selection of Cohort IV has been completed. The following colleges of education will comprise Cohort IV:
- Prairie View A&M University
- Texas A&M - Corpus Christi
- Texas A&M - Texarkana
- UH - Victoria

Fall 2021: Development of Individual Transformation Plans

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) 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 [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.

September 2021 - June 2024: 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. This next year, the Curriculum Design process will focus on supporting faculty with teaching candidates to be skillful users of K-12 high-quality instructional materials. US PREP has already begun the work alongside Dr. David Steiner (John Hopkins University). Through coursework, candidates will learn how to be skilful users of high-quality instructional materials (evaluating their school district curriculums and knowing how to supplement with high quality open source materials when needed). Faculty across the coalition, in all content areas, will be redesigning their course syllabi and assessments to ensure candidates are teaching grade-level content and using high-quality curriculum.
- 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 is 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 **training occurs quarterly or more often and is informed by teacher candidate performance data.**

*This process will be repeated for cohort V providers starting in Spring 2022

Technical Assistance for Strategic Staffing

Research has shown that resident candidates positively contribute to student achievement during their student teaching year, are effective teachers after they complete their preparation program, are retained much longer than other teachers prepared by traditional or alt cert pathways, and can save the districts money over time due to recruitment and professional development costs. The challenge is that residencies are not accessible to many prospective teachers because of the economic barriers. To address this, US PREP has been working alongside colleges of education and districts to support them in redesigning school staffing models. The goal of Strategic Staffing Design is to:

- Maximize residents to fulfill schools' immediate instructional needs while accelerating student learning
- Increase access to high quality resident pathways to build and sustain a strong teacher pipeline
- Diversify the teacher pipeline through strategic recruitment and preparation
- Intentionally scaffold, plan, and develop residents to ensure long-term teacher effectiveness
- Develop and incentivize highly effective mentor teachers
- Reallocate existing budgets and roles to sustainably fund paid residents and mentors

Through shared governance structures, US PREP leads district, schools, and educator preparation programs through a series of one-hour, weekly or biweekly governance design sessions (from October through May) to accomplish the objectives outlined below. US PREP will provide technical assistance to the district to accomplish the following objectives:

1. Examine district hiring and retention data (sample) to understand the teacher pipeline trends and needs of specific campuses,
2. Establish a shared vision for the residency by co-developing year 1, year 2, and year 3 goals & measures,
3. Co-develop a set of criteria and school models for residency/cooperating teacher models and salaries,
4. School leaders, District leaders, and EPPs will evaluate the school models and budgets with consideration to shared goals and agreed upon criteria. Each school design team will present their staffing plan, schedule, and financial sustainability plan to the district design team, and
5. School leaders and EPPs will work together to develop and implement a recruitment, selection, and training process for residents and cooperating teachers

Training, Implementation, Scale, Resources & Tools

Training:
- US PREP will work alongside the districts and EPP to recruit, select, & train cooperating teachers
- US PREP, in partnership with the EPP leaders, will provide three days of role-specific summer training sessions to cooperating teachers and residents to build coaching and co-teaching capacity. Session topics include, but are not limited to:
    - Responsibilities & Roles
    - High impact coaching techniques
    - Setting instructional goals & documenting feedback and growth
    - Co-teaching approaches & scheduling
    - Preparing for Conflict: Crucial Conservations
    - Culturally informed teaching practices
    - Role specific training for residents (e.g. substitute teaching, paraprofessional duties, tutoring, etc.)
- Over the course of the school year, US PREP, in partnership with the EPP faculty and district-based development staff, will provide four data informed training sessions to cooperating teachers to continue supporting their capacity in coaching residents.

Implementation:

- US PREP will conduct routine site visits to schools to monitor implementation, conduct interviews, and collect data about implementation aligned to the goals & measures co-developed by districts and EPPs. Districts, campus leaders, and EPPs will receive data in December and in May focused on the strengths, areas for improvement, and aligned strategies to improve the success of the teacher leader roles and models being implemented. Data will be shared and built upon during governance partnership meetings. During implementation, US PREP will work alongside EPP and district partners to support capacity building in *Strategic Staffing* to ensure sustainability of the models implemented and proven effective for each partnership.

Scale:

- **In year 2, the school design sessions will be repeated, if desired, to add more schools per district.**

Resources & Tools:

- Development of EPP/district Memorandums of Understanding (MOUs) to include paid residency agreements
- Development of resident models and stipends
- Reallocation of budgets to support resident and mentor stipends
- Development of a teacher resident job description, agreements, and commitments
- Development of a teacher resident selection process to include sample communication documents, applications, video interview submission protocols, etc.
- Development of protocols to support communication amongst the district and EPP (eg. resident attendance protocols, cooperating teacher/resident new placement process, resident intervention plans, etc.)
- Development of resident/cooperating teacher handbooks to include co-teaching progressions, roles and responsibilities

Analysis of Outcomes and Results

- US PREP will support each district and campus in establishing a plan to track progress against key measures during both the design and implementation years. US PREP will survey school staff and support data collection of both quantitative and qualitative data on the challenges, successes, and areas of priority in the strategic staffing models being implemented. Progress will be monitored and communicated quarterly by both the K-12 district and EPP in order to drive improved decision-making. US PREP has developed a contract with Education Policy at Carolina (EPIC) to support a formal evaluation of strategic staffing with residents. The evaluation is currently being funded by current US PREP grants.

As US PREP launches technical assistance in the Strategic Staffing work, other organizations will be invited to "ride along". Organizations like the Education Service Centers can develop their capacity to provide support and services to districts in strategic staffing. US PREP will share all of their resources and technical assistance plans.

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).

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 sustainability of residency by increasing access to a full year of clinical experience, US PREP is expanding strategic staffing models within these five additional coalition members. Teacher preparation residencies, in which candidates spend a full year

student teaching under the guidance of a highly effective mentor teacher, provide candidates with the time future teachers need to learn how to teach <u>before</u> they are responsible for their own classrooms. Research has found that residency pathways are some of the most effective ways to prepare new teachers who are diverse and ensure readiness for the classroom.   Yet, a full-year unpaid clinical experience is not accessible to most candidates across the country. To address this challenge, philanthropic organizations and federal grants have been used to support resident scholarships; however, these financial supports are difficult to sustain and only provide access to a small percentage of resident teacher candidates.

Strategic staffing models are used to establish a shared vision between the k-12 district and the EPP to develop goals for each year of their transformation process. US PREP will hire three Regional Transformation Specialists who will lead the strategic staffing with coalition partners. As part of the Strategic Staffing team, US PREP will hire a clinical consultant with an expertise in school budgets and financial models. The result of this work will be paid residencies that are sustainable.

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 <u>evaluation policy</u> for reference.

Listed below is an explanation of the evaluation tools:

- Technical Assistance Data Collection and Evaluation
  - 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 US PREP Development Framework. This annual review will involve a self-assessment from the provider, observerservations 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
- Candidate Impact Data Collection and Evaluation
  - Each provider identifies a Data Lead that is responsible for submitting candidate-level data annually to US PREP. Candidate-level data submissions align with the Data Dictionary requirements. These include candidate identification, demographics and enrollment, performance and certification data, placement, and graduate data.
  - Data is analyzed and used for external reporting, internal assessment, and as a resource when providing technical assistance to providers. This process aligns with the US PREP Data Use Plan and the US PREP Reflection Guide.
- Data Use Plan
  - As identified above, US PREP uses a data use plan for analysis of all data: Technical Assistance and Impact. These data are summatively visualized through a Provider-Level Report.
- Independent Evaluation by Educational Policy Initiative at Carolina

- To help US PREP and the Foundation evaluate the implementation, progress, and impact of US PREP's technical assistance in this grant, US PREP seeks to continue leveraging the Education Policy Initiative at Carolina (EPIC) at the University of North Carolina at Chapel Hill. As part of this evaluation, EPIC performs site visits to gain qualitative data, employs quantitative data analyses of administrative data to learn the effectiveness of educators, retention of educators, and impact on K-12 students, supports and administers perception survey, and provides in-depth analyses of all data to support center decision-making.
  - Example of evaluation of technical assistance (proposed continuation with Cohorts IV and V)

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:

- Teacher candidate evaluation 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.

US Programs DEI Questions - Grantee to Complete

Please answer the following questions in the space below.
1. What groups or populations are the priority focus of this investment/project?
2. How have your successes and challenges in positively supporting Black, Latinx, and low-income students informed the activities in this proposal?
3. How does your organization (staff, board, advisory groups, partners/etc.) represent the perspectives of those you are serving?
4. Within the context of this investment, what should we, the foundation, consider to better support equitable outcomes for the populations outlined above?

What groups or populations are the priority focus of this investment/project?

- **MSIs:** Out of the current 22 providers in US PREP, 15 of them are Minority Serving Institutions. This new cohort (IV) is comprised of 4 new providers of which 2 of 4 are Minority Serving Institutions. Cohort V is to be determined.
- **K-12 Students:** Specifically, historically underserved students; such as Black, Latinx, Native American, and/or economically disadvantaged students.
- **Teacher Candidates:** Specifically, historically underserved candidates; such as Black, Latinx, Native American, and/or economically disadvantaged candidates that do not currently have access to a high-quality teacher preparation program
- **Teacher Educators and Colleges of Education:** Specifically, university teacher preparation programs that have a high percentage of Black, Latinx, Native American, and/or economically disadvantaged candidates, aim to improve the quality of their programs via the transformed model/yearlong residency, and that are motivated to make substantial changes to programming (coursework and clinical experiences), processes (e.g. recruitment, selection, and candidate supports), and partnerships with Local Education Agencies. Additionally, teacher preparation programs committed to the increased diversification of their staff and faculty.
- **District Leaders and Staff**: Specifically, historically underserved districts that serve a high percentage of Black, Latinx, Native American, and/or economically disadvantaged students and that do not currently have access to a teacher from high-quality teacher preparation programs and that have hard to staff teaching subjects/grade-levels.
- **Community and Policy Leaders**: Specifically, policy leaders, agencies, and funders invested in coordinating efforts and resources to improve the quality of teacher preparation.
- **Other TA Providers and Leaders**: Specifically, those TA centers that are focused on improving the quality of teacher preparation.

How have your successes and challenges in positively supporting Black, Latinx, and low-income students informed the activities in this proposal?

US PREP is a technical assistance center committed to continuous improvement. Our past successes and challenges in positively supporting Black, Latinx, and low-income students have informed our approach to:
1) Prioritizing partner districts who serve a high percentage of students of color and/or who are economically disadvantaged,
2) Prioritizing high-quality teacher preparation training for all candidates who they train, aligned to the four quality objectives: 1) Building Teacher Candidate Competency via a yearlong student teaching experience and connected curriculum & coursework, 2) Using Data for enhanced decision-making and continuous improvement,3) Supporting Teacher Educators to implementing identification of high-leverage content, support candidate development of high-leverage pedagogical practices, and implement teacher educator pedagogies, and 4) Building strong partnerships via quality and robust governance structures with local education agencies.
3) Creating accessible pathways by implementing staffing models that support the placement and paid residency for teacher candidates, at scale, in districts with students who have been historically marginalized.
4) Focusing on a specific geographic area (e.g. Texas) in order to build momentum and influence policy/other preparation programs not in the coalition/receiving direct technical assistance from US PREP (allowing more candidates to access high-quality teacher preparation programming)
5) Building scalable and sustainable roles (e.g. Site Coordinator) alongside local education agencies and educator preparation programs, and
6) Ensuring programming has effective teacher educators who model diversity, equity, and inclusion and embed anti-racist practices and culturally competent teaching for the purpose of candidate learning and development.
7) Influencing state agencies to invest resources in both technical assistance and transformation of teacher preparation

How does your organization (staff, board, advisory groups, partners/etc.) represent the perspectives of those you are serving?

US PREP is committed to a diverse and engaged team that is hyperfocused on achieving our collective mission of attracting, training and retaining high quality, racially diverse teachers for underserved communities across the country. US PREP's staff is made up of a diverse group of people, from a range of ethnicities, races, backgrounds, and experiences. 30% of our staff identify as a person of color. To view our team's commitment to DEI, click here.

US PREP seeks the input of other organizations to provide input and direction on its programming/technical assistance model. Some of these organizations/people include:

- Branch Alliance for Educator Development
- Center for Transforming Alternative Preparation Pathways
- Deans for Impact
- National Center for Teacher Residencies
- Innovation Center 4 Educator Preparation
- NYC DOE
- The Center for Black Educator Development
- Glenn Singleton at the Pacific Education Group
- Bank Street - Prepared to Teach
- Education First
- Arizona State University
- Public Impact

Within the context of this investment, what should we, the foundation, consider to better support equitable outcomes for the populations outlined above?

When it comes to preparing our teachers, who each impact the lives of dozens of children each day, our national standards are inconsistent and in some cases, much lower than the requirements to gain a driver's license. Many states have seen an unprecedented surge in the number of new teachers (in Texas, 52% of its new teachers, almost 15% of the total annual production nationally) who are prepared via alternative certification pathways. Often, these routes offer no classroom experience and little to no teacher preparation training before teachers lead a classroom of students. Not only do these routes deprofessionalize the teaching profession, sending a message about what we prioritize for our children and what it takes to become an effective teacher, but they also set candidates up to perform poorly because they were poorly prepared. PK-12 students, ultimately, pay the price. While policies that allow for alternative certification options, may have helped to address teacher quantity issues, they bring a steep cost for quality. Such policies slow or prevent long-term, systemic, and sustainable growth for the profession and the communities that depend on effective classroom teachers the most.

In contrast, teacher preparation residencies, where candidates spend a full year student teaching under the guidance of a highly effective mentor teacher, provide extended time for future teachers to learn to teach before they are responsible for their own classrooms. Research has found that residency pathways are some of the most effective ways to prepare new teachers who are diverse and well-prepared. Through strategic staffing, candidates are able to access residencies thereby ensuring that children in our most marginalized schools have access to well-prepared and effective teachers.

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 <u>Open Access policy.</u>)

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 <u>grant terms and conditions.</u>

Confirmed _x___

Not confirmed ____ (please explain)

SECTION B: TEACHER PREPARATION PROGRAMS
This section aligns to the [Teacher Prep Outcomes & Indicators](#) (pasted below for quick reference)

Program Selection
- Please summarize why teacher preparation programs are seeking membership in the Center.
- Describe your process for identifying and selecting programs for the Center.
- **Link each Teacher Preparation Program Application in this section**
- [This MOU](#) is provided for information purposes only. Please tailor this sample MOU to meet your particular needs and legal requirements. Please do not execute the MOU or seek signatures at this time. Using this sample, as a template, we request that you submit your draft MOU to the Foundation prior to sharing it with teacher preparation programs. Fully signed versions will be required upon your selection as a grantee and prior to receiving grant funding. **At the time of this proposal submission, simply link your final MOU draft.**

Why Membership in the US PREP Coalition?
Teacher Preparation Program seek membership into US PREP in order to gain access to on-the-ground support and services to a coalition of university-based teacher preparation programs and because they have a common mission alongside the other providers in the coalition of attracting, training and retaining high quality, racially diverse teachers for underserved communities across the country. They share the goal of positively impact K-12 students by building teacher candidate content knowledge and competency to meet ALL students where they are and advance their learning by giving them what they need — especially focused on historically underserved students; such as Black, Latinx, Native American, and/or economically disadvantaged students.

Providers also agree and cohere to the four quality objectives of the US PREP Coalition:

1. Building teacher candidate competencies to meet the needs of all students, especially our historically underserved students,
2. Using data to support continuous improvement efforts,
3. Supporting teacher educators with preparing novices to work with all students, especially our historically underserved students,
4. Building strong partnerships with schools in order to meet the needs of the P-12 students in our communities

Recruitment and Selection of Providers

Each prospective Coalition provider goes through a series of baseline performance and readiness assessments throughout the recruitment, application, and selection process. One can find all of the application and interview materials, both templates and for Cohort IV/V here. Below is a high-level outline of the sources in which US PREP gathers baseline performance metrics to determine readiness:

Landscape Analysis:

For each potential coalition provider that is recruited into the US PREP Coalition, a teacher production analysis, along with rate of economically disadvantaged students of color in partnering districts/states/regions, is completed in order to ensure the highest impact investment of time, effort, and monies of any US PREP transformation and transformed model implementation. Below are some examples of the types of analyses/tools created:

- Teacher production map for potential providers
- Provider potential pilot district partner data analysis
- Total Students
- % Students African American
- % Students Hispanic
- % White
- % Economically Disadvantaged
- % English Learners
- Total Teachers
- % Teachers Minority
- Average Teacher Salary
- % Teachers Fewer than Five-Years Experience
- Average Years of Experience
- Teacher Turnover Rate (Percentage) in 2018-2019

Application:

The US PREP coalition prospective provider application (see "application documents") gives both the provider and US PREP the opportunity to interview one another to determine a good fit for transformation. The application includes the following key components:

- Application
  - Articulation of Expectations
  - Rationale for seeking coalition membership
  - Current TPP Implementation, Commitment to Transformed Model Implementation, and Technical Assistance Desired
  - Commitment to Scale
  - Commitment to re-allocation to sustain Transformed Model
  - Impact Desired
- Subaward Budget Narrative
  - Review and evaluation of the application and all artifact is rooted in the US PREP enabling conditions
- Cohort IV/V Applications can be found here.

Enabling Conditions - Coalition Members and District Partners Application and Interview Scoring

The application and interview to become a US PREP Coalition member includes both university and district partner involvement. Each application and interview are reviewed by a diverse set of US PREP Staff **and** existing coalition members from Cohorts I, II, and III. Applications and interviews are evaluated against the following enabling conditions (application and interview assessed

separately, then an aggregate average score is assigned on each condition based on the scores by individuals). The Cohort IV Application Scoring Document, Interview Document, and Interview Co-Scoring Document provide additional details on how each university was evaluated against the criteria:

- Prairie View A&M
- Texas A&M - Corpus Christi
- Texas A&M - Texarkana
- UH - Victoria

Letters of Commitment/Support from Pilot District Provider and Relevant Stakeholders
Cohort IV/V Letters of Support are located in the Google Drive for the Cohort IV/V applications:

- Prairie View A&M
- Texas A&M - Corpus Christi
- Texas A&M - Texarkana
- University of Houston - Victoria

Interview:
The US PREP Staff and existing coalition providers, upon review of the application, hold a 90-minute interview with the prospective university faculty, leadership, and pilot district leadership. This interview includes both "standardized questions" that allow university/district partners to express how they are meeting the enabling conditions of transformation, along with "provider-specific questions" developed based on the application submitted by the provider.

Review and evaluation of the interview and all responses is rooted in the US PREP enabling conditions.

Follow-Up Interview (if necessary):
The Executive Director and applicable Senior Directors, when necessary, conduct follow-up interviews to allow providers to respond to additional questions not answered in the interview (in which a response is necessary by the review committee in order to determine an assessment of acceptance or denial into the coalition).

Selection:
The US PREP Staff and coalition members then go through a discussion and voting protocol to determine acceptance of providers into the coalition.

Memorandums of Understanding:
As a part of the initial pilot of the transformed model teacher preparation program, in partnership between the US PREP Coalition provider and their piloting district(s), stakeholders review, revise, and refine an agreement based on the following MOU structure. US PREP providers technical assistance on any adaptations and/or revisions either a university or district may necessitate to support consequential and long-term implications of revisions. Each district partner as the university refines and scales the transformed model agrees and signs the MOU.

T-PREP PROGRAMS: QUALITY OBJECTIVE A

QUALITY *Objective* Ⓐ

Programming builds teacher candidate competency to meet the needs of Black, Latino, and low-income students

Outcome	Indicator
1 There is a common understanding and tool for measuring teacher candidate competencies	**a** Evidence of shared understanding of the competencies among teacher preparation program administration, teacher educators, teacher candidates **b** Evidence of a tool for measuring program competencies (i.e., Instructional rubric) **c** Evidence that program components (e.g., coursework, clinical experience) prepare candidates with positive strategies to address racial, ethnic, linguistic, and other differences
2 Programming provides opportunities for teacher candidates to develop, practice, and demonstrate competencies, including content and pedagogical knowledge and skills that promote learning for all students	**a** Evidence of clinical experiences that provide these opportunities (e.g., high quality clinical supervision, formative/summative assessment, multiples sources of feedback about candidate performance, frequent feedback cycles, performance assessments) **b** Evidence of curricula and coursework that provide these opportunities (e.g., modeling, opportunity to apply new learning in classroom settings, formative/summative assessment of candidate application of skills) **c** Evidence that K-12 curricula is used in coursework and clinical experience **d** Evidence of quality control "gates" that use assessments of candidate knowledge, skills, dispositions to inform candidate advancement from one stage to another

Indi-cator	What criteria have you established to determine the performance level of programs aligned to each indicator?	Provide a synthesis of current TPP performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	What support will you provide aligned to this indicator? How does the support reflect the support requested by prep programs? What support/tools/capacity still need to be developed?
1a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective A, 1a: https://docs.google.com/document/d/1-wXD1FtCik6hR_y9M7TYchaAeHoLaELGazc7gn6Z530/edit https://docs.google.com/document/d/1pw_zXFzvzUAyF8eO5dMg8-GjgflJfHbsuRE_zs2imp0/edit https://docs.google.com/document/d/1cA7vA5JTtLxclKnErmGKPWVsNoQbL5qN5Hw-HjVSddA/edit		

1b	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective A, 1b: **Year 1:** '**Emerging**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.1 **Year 2:** '**Emerging**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.1 **Year 3:** '**Meeting**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.1		

1c	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective A, 1c: **Year 1:** 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.6 **Year 2:** 'Developing' on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.6 **Year 3:** 'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.6		

| 2a | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective A, 2a:

Year 1: 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.3
Year 2: 'Developing' on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.3
Year 3: 'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.3 | |

2b	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective A, 2b: **Year 1:** **'Not Yet Started'** on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.4 **Year 2:** **'Emerging'** on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.4 **Year 3:** **'Meeting'** on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.4		

| 2c | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective A, 2c:

Year 1: 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.1
Year 2: 'Developing' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.1
Year 3: 'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.1 | |
| 2d | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective A, 2d:

Year 1: 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.5
Year 2: 'Developing' on US PREP Developmental Framework in | |

	Quality Implementation Domain Indicator 1.5 **Year 3:** **'Meeting'** on US PREP Developmental Framework in Quality Implementation Domain Indicator 1.5	

T-PREP PROGRAMS: QUALITY OBJECTIVE B

QUALITY *Objective* Ⓑ

Program demonstrates commitment to using data for continuous improvement

Outcome	Indicator
1 The teacher preparation program systematically collects, analyzes, and uses teacher candidate performance data, K-12 school system feedback, and graduate data (attitudinal, observational, outcome) to make instructional and programmatic decisions	**a** Evidence that teacher preparation program uses information about teacher candidate performance to assess needs, deploy and gauge effectiveness of supports, and reallocate resources at every level **b** The organization uses its data and research capacity to test the impact of its programming, compare the results with alternatives, and build a body of evidence for what works **c** Evidence of instructional and program changes directly tied to data **d** Evidence that data is widely shared and widely deployed to teacher educators to inform instruction and used, as needed, to make programmatic changes
2 The teacher preparation program monitors the reliability of data about candidate knowledge, skills, dispositions	**a** Evidence that the teacher preparation program certifies and periodically calibrates evaluators **b** Evidence that the teacher preparation program uses multiple measures to monitor candidate performance
3 The teacher preparation program systematically measures the fidelity of program implementation and assesses whether key program features correlate with desired outcomes	**a** Evidence of monitoring to ensure the program is administered with fidelity **b** Evidence that the teacher preparation program correlates program features to desired outcomes **c** Evidence that the teacher preparation program uses information about fidelity to inform program improvement efforts

Indi-cator	What criteria have you established to determine the performance level of programs aligned to each indicator?	Provide a synthesis of current TPP performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	What support will you provide aligned to this indicator? How does the support reflect the support requested by prep programs? What support/tools/capacity still need to be developed?
1a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective B, 1a: **Year 1:** '**Emerging**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.1 **Year 2:** '**Developing**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.1 **Year 3:** '**Meeting**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.1		

1b	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective B, 1b: **Year 1:** 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.2 **Year 2:** 'Developing' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.2 **Year 3:** 'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.2	

1c	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective B, 1c: **Year 1:** '**Emerging'** on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.1 **Year 2:** '**Developing'** on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.1 **Year 3: 'Meeting'** on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.1		

1d	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective B, 1d:	

	Year 1: 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.4 **Year 2:** '**Developing**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.4 **Year 3: 'Meeting'** on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.4	
2a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective B, 2a: **Year 1:** '**Not Yet Started**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.3	

Year 2: 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.3 **Year 3:** 'Developing/Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.3	
2b	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective B, 2b: **Year 1:** 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.1 and Impact Domain Indicator **Year 2:** 'Developing' on US PREP Developmental Framework in Quality Implementation Domain

	Indicator 2.1 and Impact Domain Indicator **Year 3:** **'Meeting'** on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.1 and Impact Domain Indicator	
3a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective B, 3a: **Year 1:** **'Not Yet Started'** on US PREP Developmental Framework in	

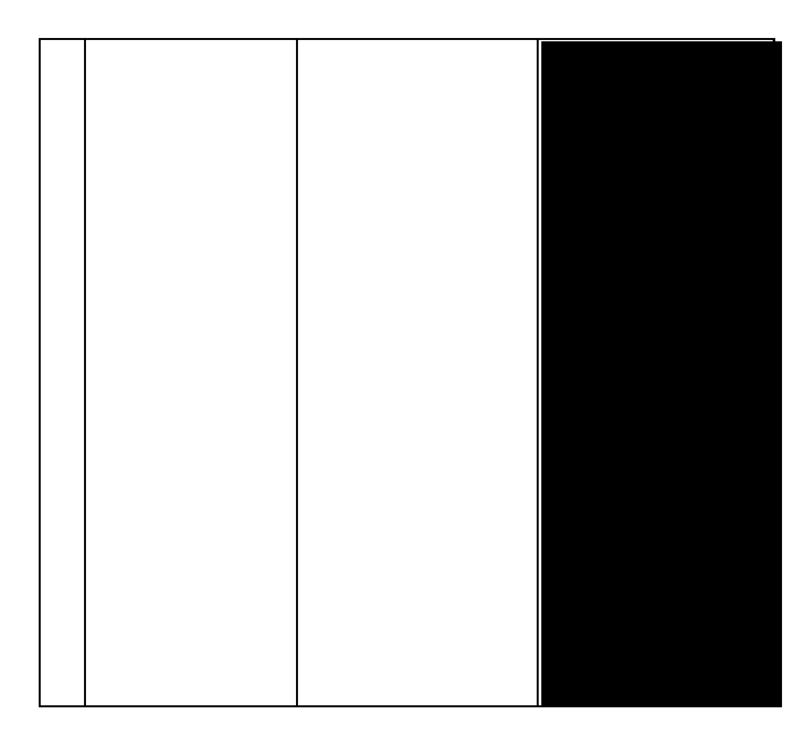|	
Quality Implementation Domain Indicator 2.3 **Year 2:** 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.3 **Year 3:** 'Developing'/'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.3	
3b	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective B, 3b: **Year 1:** 'Not Yet Started' on US PREP Developmental Framework in the Graduate Impact Domain **Year 2:** 'Emerging' on US PREP Developmental Framework in the Graduate Impact Domain	

	Year 3: **'Meeting'** on US PREP Developmental Framework in the Graduate Impact Domain		
3c	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective B, 3c: **Year 1:** **'Not Yet Started'** on US PREP Developmental Framework in the Teacher Impact Domain **Year 2:** '**Emerging'** on US PREP Developmental Framework in the Teacher Impact Domain **Year 3:** **'Meeting'** on US PREP Developmental Framework in the Teacher Impact Domain		

T-PREP PROGRAMS: QUALITY OBJECTIVE C

QUALITY *Objective* C
Program ensures teacher educators are effective

Outcome	Indicator
1 The teacher preparation program sets expectations for effective teaching for teacher educators	**a** Evidence of shared understanding of teacher educator competencies (e.g., teacher educator framework)
2 The teacher preparation program systematically provides feedback to teacher educators	**a** Evidence that feedback protocols and instruments (e.g., observation and evaluation tools) are aligned to competencies of effective teacher educators **b** Evidence that all teacher educators have frequent opportunities to receive feedback on their instructional practice **c** Evidence that multiple sources of information are used to assess teacher educator effectiveness and to provide targeted support
3 The teacher preparation program delivers high quality professional development based on teacher educators' needs, teacher candidate performance, and program completer performance	**a** Evidence that teacher preparation program provides relevant support to all teacher educators **b** Evidence that the preparation program assesses the quality of its professional development (e.g., participant survey, professional development observations)

Indi-cator	What criteria have you established to determine the performance level of programs aligned to each indicator?	Provide a synthesis of current TPP performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	What support will you provide aligned to this indicator? How does the support reflect the support requested by prep programs? What support/tools/capacity still need to be developed?
1a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective C, 1a: **Year 1:** 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.1 **Year 2:** 'Developing' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.1 **Year 3:** 'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.1		

| 2a | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective C, 2a:

Year 1: 'Not Yet Started' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.2
Year 2: 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.2
Year 3: 'Developing'/'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.2 | |

| 2b | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective C, 2b:

Year 1: **'Not Yet Started'** on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.2
Year 2: **'Emerging'** on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.2
Year 3: **'Developing'/'Meeting'** on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.2 | |

| 2c | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective C, 2c:

Year 1: 'Not Yet Started' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.2
Year 2: 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.2
Year 3: 'Developing'/'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.2 | |

3a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective C, 3a: **Year 1:** 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.3 **Year 2:** 'Developing' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.3 **Year 3:** 'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.3	
3b	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs	

	aligned to Quality Objective C, 1a: **Year 1:** 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.4 **Year 2:** 'Developing' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.4 **Year 3:** 'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 3.4		

T-PREP PROGRAMS: QUALITY OBJECTIVE D

QUALITY *Objective* **D**

Programming is responsive to K-12 school systems and the communities they serve

Outcome	Indicator
1 The teacher preparation program collaboratively recruits and trains candidates to meet the needs of students in their communities	**a** Evidence of candidate recruitment practices that contribute to a teaching workforce that reflects: ○ Skills and dispositions desired by school system partners ○ Subject areas, grade levels, etc. desired by school system partners ○ Demographics of the K-12 community **b** Evidence of candidate training practices that contribute to a teaching workforce that reflects: ○ Skills and dispositions desired by school system partners ○ Subject areas, grade levels, etc. desired by school system partners ○ Demographics of the K-12 community **c** Evidence that the school and teacher preparation program: ○ Work together to implement systems for anticipating hiring needs ○ Engage in shared recruitment ○ Collaborate in training teachers **d** Evidence that the cost to the candidate is reasonable compared to other programs in the region to promote a diverse, robust pipeline of new teachers
2 The teacher preparation program and school systems have mutually beneficial partnerships with shared governance of teacher preparation programming	**a** Evidence that the program is monitored and adjusted based on joint review of program data **b** Evidence of shared decision-making **c** Evidence of mutually beneficial partnerships where teacher preparation programs and districts/schools collaborate to implement quality teacher preparation/induction programming

Indi-cator	What criteria have you established to determine the performance level of programs aligned to each indicator?	Provide a synthesis of current TPP performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	What support will you provide aligned to this indicator? How does the support reflect the support requested by prep programs? What support/tools/capacity still need to be developed?
1a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective D, 1a: **Year 1:** 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.1 **Year 2:** 'Developing' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.1 **Year 3:** 'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.1		

| 1b | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective D, 1b:

Year 1: 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.2
Year 2: 'Developing' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.2
Year 3: 'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.2 | |

1c	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective D, 1c: **Year 1:** 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.2 **Year 2:** 'Developing' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.2 **Year 3:** 'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.2	
1d	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective D, 1d: **Year 1:** 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.1	

Year 2: '**Developing**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.1 **Year 3:** '**Meeting**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.1	
2a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective D, 2a: **Year 1:** '**Emerging**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.1 and the Impact Domain **Year 2:** '**Developing**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.1 and the Impact Domain **Year 3:** '**Meeting**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 2.1 and the Impact Domain

2b	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective D, 2b: **Year 1:** 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.2 **Year 2:** 'Developing' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.2 **Year 3:** 'Meeting' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.2	
2c	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Quality Objective D, 2c: **Year 1:** 'Emerging' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.3 **Year 2:** 'Developing' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.3	

Year 3: '**Meeting**' on US PREP Developmental Framework in Quality Implementation Domain Indicator 4.3	

SUSTAINABILITY *Objective* Ⓐ

Quality, scaled programming can be sustained

Outcome	Indicator
① Relevant stakeholders have a shared understanding of and commitment to the established goals	ⓐ The teacher preparation program uses a deliberate process to identify relevant stakeholders ⓑ The teacher preparation program engages stakeholders through a deliberate, differentiated strategy that is designed to build the support of varied stakeholder groups ⓒ There is a critical mass of relevant stakeholder groups inside the organization that understand and support the preparation program's priority goal to implement scaled, high-quality, sustainable programming ⓓ There is a critical mass of relevant stakeholder groups outside of the organization that understand and support the preparation program's priority goal to implement scaled, high-quality, sustainable programming
② The teacher preparation program can maintain quality and impact beyond grant funding	ⓐ Evidence of sustainable allocation of human capital with the skills and expertise to support quality programming ⓑ Evidence of systems that promote efficiency and effectiveness ⓒ Evidence of sustainable allocation of finances

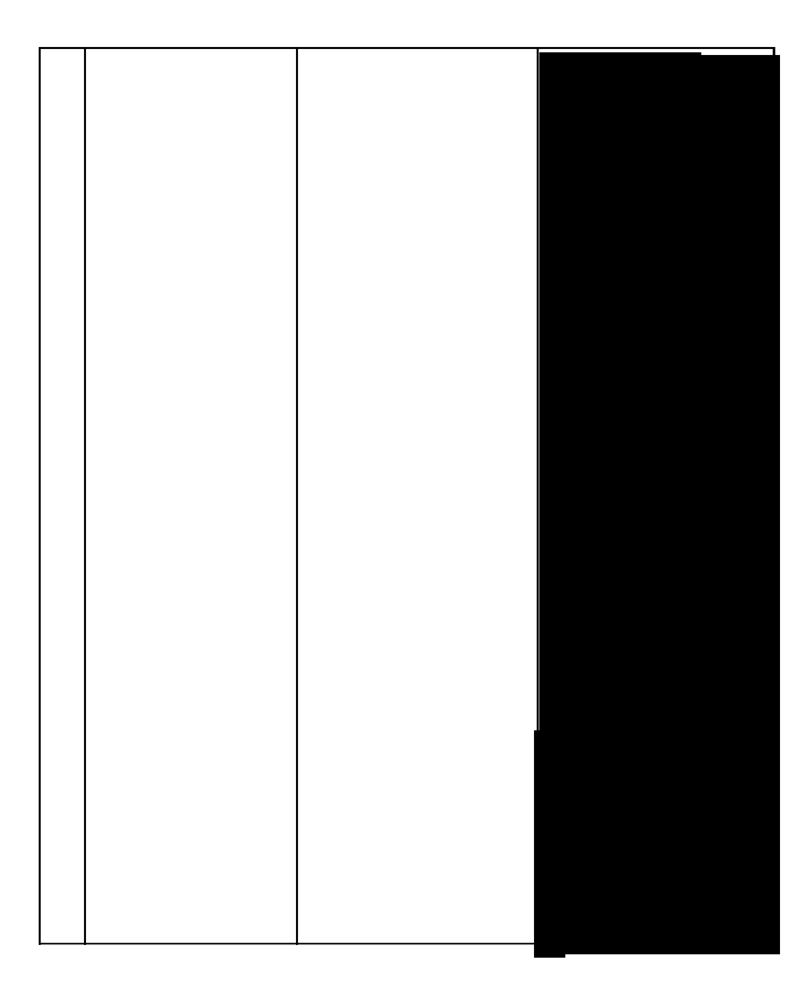| Indi-cator	What criteria have you established to determine the performance level of programs aligned to each indicator?	Provide a synthesis of current TPP performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	What support will you provide aligned to this indicator? How does the support reflect the support requested by prep programs? What support/tools/capacity still need to be developed?

| 1a | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Sustainability Objective A, 1a:

Year 1 - **'Not Yet Started'** on US PREP Developmental Framework in Sustainability Domain Indicator

Year 2 - **'Emerging'** on US PREP Developmental Framework in Sustainability Domain Indicator

Year 3 - **'Meeting'** on US PREP Developmental Framework in Sustainability Domain Indicator | |
| 1b | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Sustainability Objective A, 1b:

Year 1 - **'Not Yet Started'** on US PREP Developmental Framework in Sustainability Domain Indicator

Year 2 - **'Emerging'** on US PREP Developmental Framework in Sustainability Domain Indicator

Year 3 - **'Meeting'** on US PREP Developmental Framework in Sustainability Domain Indicator | |

| 1c | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Sustainability Objective A, 1c:

Year 1 - **'Not Yet Started'** on US PREP Developmental Framework in Sustainability Domain Indicator

Year 2 - **'Emerging'** on US PREP Developmental Framework in Sustainability Domain Indicator

Year 3 - **'Meeting'** on US PREP Developmental Framework in Sustainability Domain Indicator | |

1d	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Sustainability Objective A, 1d: **Year 1** - **'Not Yet Started'** on US PREP Developmental Framework in Sustainability Domain Indicator **Year 2** - **'Emerging'** on US PREP Developmental Framework in Sustainability Domain Indicator **Year 3** - **'Meeting'** on US PREP Developmental Framework in Sustainability Domain Indicator		

| 2a | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Sustainability Objective A, 2a:

Year 1 - **'Not Yet Started'** on US PREP Developmental Framework in Sustainability Domain Indicator

Year 2 - **'Emerging'** on US PREP Developmental Framework in Sustainability Domain Indicator

Year 3 - **'Meeting'** on US PREP Developmental Framework in Sustainability Domain Indicator | |

2b	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Sustainability Objective A, 2b: **Year 1** - **'Not Yet Started'** on US PREP Developmental Framework in Sustainability Domain Indicator **Year 2** - **'Emerging'** on US PREP Developmental Framework in Sustainability Domain Indicator **Year 3** - **'Meeting'** on US PREP Developmental Framework in Sustainability Domain Indicator	

2c	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Sustainability Objective A, 2c:
	Year 1 - **'Not Yet Started'** on US PREP Developmental Framework in Sustainability Domain Indicator
	Year 2 - **'Emerging'** on US PREP Developmental Framework in Sustainability Domain Indicator
	Year 3 - **'Meeting'** on US PREP Developmental Framework in Sustainability Domain Indicator

SCALE *Objective* **A**

Quality programming is scaled within teacher preparation programs

Outcome	Indicator
1 Implementation of quality objectives is scaled to impact all candidates trained by the teacher preparation program	**a** Number of total candidates trained by the teacher preparation program **b** % of candidates trained in the model that reflects all aspects of quality programming

Teacher Preparation Program	# of Student Completers in TPP *2019-2020*	# in Model that Fully Aligns to the Outcomes & Indicators	% of Candidates in Model that Fully Aligns to the Outcomes

Prairie View A&M	
Texas A&M Corpus Christi	
Texas A&M Texarkana	
UH - Victoria	

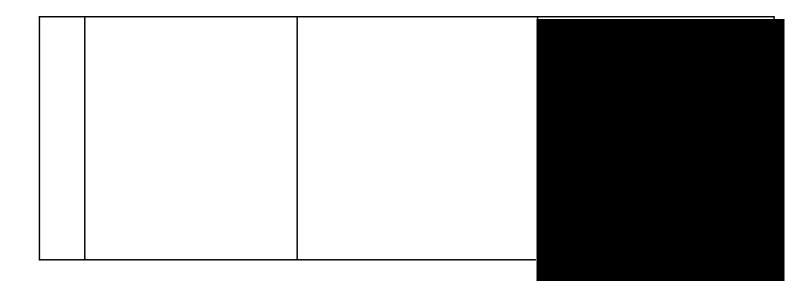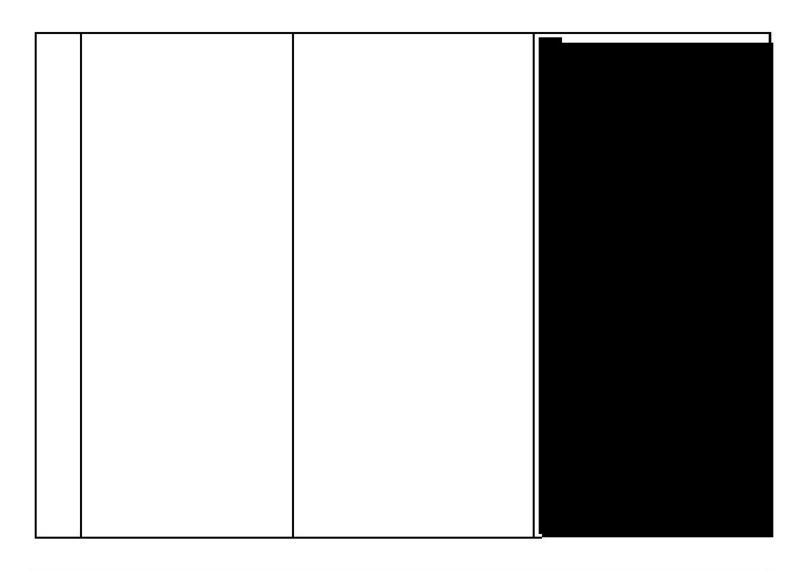| Indi-cator	What criteria have you established to determine the performance level of programs aligned to each indicator?	Provide a synthesis of current TPP performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	What support will you provide aligned to this indicator? How does the support reflect the support requested by prep programs? What support/tools/capacity still need to be developed?
1a+b	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Scale Objective A, 1a+b: **Year 1** - **'Not Yet Started'** on US PREP Developmental Framework in Scale Domain Indicator **Year 2** - **'Emerging'** on US PREP Developmental Framework in Scale Domain Indicator **Year 3** - **'Meeting'** on US PREP Developmental Framework in Scale Domain Indicator		

T-PREP PROGRAMS: IMPACT OBJECTIVE A

IMPACT *Objective* Ⓐ

Teacher candidates are diverse and effective

Outcome	Indicator
① Teacher preparation programs collaborate with their K-12 partners to recruit diverse candidates who reflect the demographics of the students they intend to serve	ⓐ Evidenced by enrollment demographics
② Teacher candidates demonstrate proficiency on teacher preparation program competencies	ⓐ Evidence of candidate proficiency in content knowledge ⓑ Evidence of candidate proficiency in pedagogical knowledge ⓒ Evidence of candidate proficiency in dispositions
③ Candidates are confident in their ability to teach in schools that serve Black, Latino, and low-income students	ⓐ Evidenced by candidate feedback

OUTCOME 1: Complete the table below regarding the teacher candidate demographics, with one line per TPP.

TPP	% Hisp	% Ind	% Asian	% Black	% Islander	% White	% Multi	% Female	% Male	% Black and Hispanic in TPP	% Black and Hispanic in K12	% Diff
Prairie View A&M												
Texas A&M - Corpus Christi												
Texas A&M - Texarkana												
UH - Victoria												

OUTCOME 2a: Complete the table below regarding the teacher candidate content knowledge, with one line per TPP.

TPP	Assessment Used (and a short description of the criteria used to determine proficiency)	% Passed
Prairie View A&M		

TPP	
Texas A&M - Corpus Christi	████████████
Texas A&M - Texarkana	████████████
UH - Victoria	████████████

OUTCOME 2b: Complete the table below regarding the **teacher candidate pedagogical knowledge**, with one line per TPP.

TPP	Assessment Used (and a short description of the criteria used to determine proficiency)	% Passed
Prairie View A&M	████████████	
Texas A&M - Corpus Christi	████████████	
Texas A&M - Texarkana	████████████	
UH - Victoria	████████████	

OUTCOME 2c: Complete the table below regarding the **teacher candidate dispositions**, with one line per TPP.

TPP	Assessment Used (and a short description of the criteria used to determine proficiency)	% Passed
Prairie View A&M	████████████	
Texas A&M - Corpus Christi	████████████	
Texas A&M - Texarkana	████████████	

UH - Victoria	████████████

OUTCOME 3: Complete the table below regarding the **teacher candidate confidence**, with one line per TPP.

TPP	Assessment Used (and a short description of the criteria used to determine confidence)	% Demonstrating Confidence
Prairie View A&M	████████████	
Texas A&M - Corpus Christi	████████████	
Texas A&M - Texarkana	████████████	
UH - Victoria	████████████	

Indi-cator	What criteria have you established to determine the performance level of programs aligned to each indicator?	Provide a synthesis of current TPP performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	What support will you provide aligned to this indicator? How does the support reflect the support requested by prep programs? What support/tools/capacity still need to be developed?
1a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Impact Objective A, 1a: **Year 1** - **'Not Yet Started'** on US PREP Developmental Framework in Impact Domain Indicator **Year 2** - **'Emerging'** on US PREP Developmental Framework in	████████████	

| | Impact Domain Indicator

Year 3 - **'Meeting'** on US PREP Developmental Framework in Impact Domain Indicator | | |

2a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Impact Objective A, 2a: **Year 1** - **'Not Yet Started'** on US PREP Developmental Framework in Impact Domain Indicator **Year 2** - **'Emerging'** on US PREP Developmental Framework in Impact Domain Indicator **Year 3** - **'Meeting'** on US PREP Developmental Framework in Impact Domain Indicator	

2b	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Impact Objective A, 2b: **Year 1** - **'Not Yet Started'** on US	

PREP Developmental Framework in Impact Domain Indicator

Year 2 - **'Emerging'** on US PREP Developmental Framework in Impact Domain Indicator

Year 3 - **'Meeting'** on US PREP Developmental Framework in Impact Domain Indicator

2c	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Impact Objective A, 2c: **Year 1** - **'Not Yet Started'** on US PREP Developmental Framework in Impact Domain Indicator **Year 2** - **'Emerging'** on US PREP Developmental Framework in Impact Domain Indicator **Year 3** - **'Meeting'** on US PREP Developmental Framework in Impact Domain Indicator	

3a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the

US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Impact Objective A, 3a:

Year 1 - **'Not Yet Started'** on US PREP Developmental Framework in Impact Domain Indicator

Year 2 - **'Emerging'** on US PREP Developmental Framework in Impact Domain Indicator

Year 3 - **'Meeting'** on US PREP Developmental Framework in Impact Domain Indicator

T-PREP PROGRAMS: IMPACT OBJECTIVE B

IMPACT *Objective* **B**

Program Completers are diverse, effective, and retained

Outcome	Indicator
1 Program completers are effective	**a** Evidence based on multiple sources of information, including: ○ Attitudinal measures (e.g., survey data from program completers, hiring principals, students, parents) ○ Observational measures ○ Outcome-based measures
2 Program completers reflect the demographics of the K-12 student population	**a** Evidenced by program completer demographics
3 Program completers are employed and retained in schools that serve Black, Latino, and low-income students	**a** Evidenced by employment information **b** Evidenced by increased teacher retention rates
4 Program completers are certified to teach in areas that reflect the hiring needs of districts	**a** Evidenced by certification areas

OUTCOME 1: Complete the table below regarding the **program completer attitudinal measures**, with one line per TPP.

TPP	Assessment Used (and a short description of the criteria used to determine effectiveness)	% Effective
Prairie View A&M		
Texas A&M Corpus Christi		
Texas A&M Texarkana		
UH - Victoria		

OUTCOME 1: Complete the table below regarding the **program completer observational measures**, with one line per TPP. If additional measures were used, you may add additional tables

TPP	Assessment Used (and a short description of the criteria used to determine effectiveness)	% Effective
Prairie View A&M		

	■■■■■■■■■■■■■■■■■■■■■■
Texas A&M Corpus Christi	
Texas A&M Texarkana	
UH - Victoria	

OUTCOME 1: Complete the table below regarding the **program completer outcome-based measures**, with one line per TPP. If additional measures were used, you may add additional tables

TPP	Assessment Used (and a short description of the criteria used to determine effectiveness)	% Effective
Prairie View A&M	■■■■■■■■■■■■■■■■■■■■■■	

	over the course of the next four years.	
Texas A&M Corpus Christi		
Texas A&M Texarkana		
UH - Victoria		

OUTCOME 2: Program Completer Demographics												
TPP	% Hisp	% Ind	% Asian	% Black	% Islander	% White	% Multi	% Female	% Male	% Black and Hispanic in TPP	% Black and Hispanic in K12	% Diff
Prairie View A&M												
Texas A&M - Corpus Christi												
Texas A&M - Texarkana												
University of Houston - Victoria												

OUTCOME 3: Complete the table below regarding the **program completer employment**, with one line per TPP. If additional measures were used, you may add additional tables

TPP	% employed	% employed as teachers in schools that serve Black, Latino, and low-income students
Prairie View A&M		

	student achievement.	
Texas A&M - Corpus Christi		
Texas A&M - Texarkana		
University of Houston - Victoria		

OUTCOME 3: Complete the table below regarding the **program completer retention**, with one line per TPP. If additional measures were used, you may add additional tables

TPP	% retained 1 year	% retained 3 years
Prairie View A&M		
Texas A&M - Corpus Christi		
Texas A&M - Texarkana		
University of Houston - Victoria		

OUTCOME 4: Complete the table below regarding the **percentage of program completers certified to teach in areas of district need**, with one line per TPP. If additional measures were used, you may add additional tables.

TPP	District Shortage Areas (Certification Areas)	% Certified in Shortage Areas
Prairie View A&M **Texas A&M - Corpus Christi** **Texas A&M - Texarkana** **University of Houston - Victoria**		

Indi-cator	What criteria have you established to determine the performance level of programs aligned to each indicator?	Provide a synthesis of current TPP performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	What support will you provide aligned to this indicator? How does the support reflect the support requested by prep programs? What support/tools/capacity still need to be developed?
1a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Impact Objective B, 1a: **Year 1** - **'Not Yet Started'** on US PREP Developmental Framework in Impact Domain Indicator **Year 2** - **'Emerging'** on US PREP Developmental Framework in Impact Domain Indicator **Year 3** - **'Meeting'** on US PREP Developmental Framework in Impact Domain Indicator		

| 2a | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Impact Objective B, 2a:

Year 1 - **'Not Yet Started'** on US PREP Developmental Framework in Impact Domain Indicator

Year 2 - **'Emerging'** on US PREP Developmental Framework in Impact Domain Indicator

Year 3 - **'Meeting'** on US PREP Developmental Framework in Impact Domain Indicator | |

3a	The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Impact Objective B, 3a:

Year 1 - **'Not Yet Started'** on US PREP Developmental Framework in Impact Domain Indicator

Year 2 - **'Emerging'** on US PREP Developmental Framework in Impact Domain Indicator

Year 3 - **'Meeting'** on US PREP Developmental Framework in Impact Domain Indicator | |

| 3b | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Impact Objective B, 3b:

Year 1 - **'Not Yet Started'** on US PREP Developmental Framework in Impact Domain Indicator

Year 2 - **'Emerging'** on US PREP Developmental Framework in Impact Domain Indicator

Year 3 - **'Meeting'** on US PREP Developmental Framework in Impact Domain Indicator | |

| 4a | The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the performance level of programs aligned to Impact Objective B, 4a:

Year 1 - **'Not Yet Started'** on US PREP Developmental Framework in Impact Domain Indicator

Year 2 - **'Emerging'** on US PREP Developmental Framework in Impact Domain Indicator

Year 3 - **'Meeting'** on US PREP Developmental Framework in Impact Domain Indicator | |

SECTION C: TECHNICAL ASSISTANCE PROVIDER
This section aligns to the Technical Assistance Outcomes & Indicators (pasted below for quick reference)

QUALITY *Objective* Ⓐ
Technical assistance providers and teacher preparation programs have clearly articulated and agreed-upon programming outcomes

Outcome	Indicator
① Teacher preparation programs, relevant school system partners, and technical assistance providers have a clear understanding of their roles and responsibilities toward achieving the Teacher Preparation Outcomes & Indicators	ⓐ Evidence of clearly articulated written agreement between relevant school system partners, teacher preparation programs, and technical assistance provider ○ Clearly articulates the roles/responsibilities of each organization ○ Includes a data-sharing agreement
② Technical assistance providers obtain a baseline understanding of teacher preparation program performance and readiness for technical assistance, relative to the expected outcomes	ⓐ Evidence of baseline performance and readiness metrics from multiple sources ○ Attitudinal (e.g., surveys, interviews, focus groups) ○ Observational (e.g., artifacts, site visit) ○ Outcome data (e.g., retention rates, placement rates)
③ Technical assistance providers and teacher preparation programs develop a clearly articulated plan for achieving the outcomes	ⓐ Evidence of clearly articulated individualized **plan** with the following ○ Milestones/measures with timeline ○ Teacher preparation program responsibilities with timeline ○ Technical assistance provider support with timeline

Indi-cator	What criteria have you established to determine the Center's performance level aligned to each indicator?	Provide a rating and evidence of current Center performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	Please describe any additional work that will be done to strengthen center performance aligned to each indicator.
1a	**Agreements with TA and EPPs** See Technical Assistance Developmental Framework for criteria. *Clearly articulated written agreements between relevant school system partners, teacher preparation programs, and technical assistance providers, including an articulation of the roles/responsibilities of each organization and a data sharing agreement:* 1. ***Occur** in each partnership*	Sustaining	**Memorandums of Understanding:** As a part of the initial pilot of the transformed model teacher preparation program, in partnership between the US PREP Coalition provider and their piloting district(s), stakeholders review, revise, and refine an agreement based on the following MOU structure. US PREP provides technical assistance on any adaptations and/or revisions either a university or district may necessitate to support consequential and long-term implications of revisions. Each district partner as the university refines and scales the transformed model agrees and signs the MOU. **Letters of Commitment/Support from Pilot District Provider and Relevant Stakeholders**

	between LEA and EPP, 2. *Maintain the **quality** described in both Quality Objective 4 of the [US PREP Developmental Framework](#) and TA O&I 1a,* 3. *Are revised **annually** by both LEA and EPP to best meet the needs of both organizations, schools, candidates, and the students they collectively serve,* 4. *The best practices and approaches to Agreements/MOUs are **shared** across provider-district sites to improve the quality for all implementations.*		██████████████████████
2a	**Readiness Metrics** See [Technical Assistance Developmental Framework](#) for criteria. *Baseline performance and readiness metrics from multiple sources, including attitudinal, observational, and outcome based data sources:* 　1) ***Occur** in each partnership between LEA and EPP for all stakeholders (e.g. residents, teacher educators like faculty and site coordinators, district personnel, mentor teachers, campus principals, etc.),* 　2) *Are of **high-quality** (valid*	Sustaining	Each prospective Coalition provider goes through a series of baseline performance and readiness assessments throughout the recruitment, application, and selection process. One can find [all of the application and interview materials, both templates and for Cohort IV/V here](#). Below is a high-level outline of the sources in which US PREP gathers baseline performance metrics to determine readiness: **Landscape Analysis:** For each potential coalition provider that is recruited into the US PREP Coalition, a teacher production analysis, along with rate of economically disadvantaged students of color in partnering districts/states/regions, is completed in order to ensure the highest impact investment of time, effort, and monies of any US PREP transformation and transformed model implementation. Below are some examples of the types of analyses/tools created: 　● Teacher production map for potential providers 　● Provider potential pilot district partner data

	and reliable) in both source and implementation, 3) Sourced at a **frequency** that is both feasible and ambitious based on the ability to gain the data and the cadence necessary to use the data for improved decision-making, and 4) Are **shared** and communicated to all relevant stakeholders to improve coordination of efforts and enhanced decision-making/changes to programming.		analysis ● Total Students ● % Students African American ● % Students Hispanic ● % White ● % Economically Disadvantaged ● % English Learners ● Total Teachers ● % Teachers Minority ● Average Teacher Salary ● % Teachers Fewer than Five-Years Experience ● Average Years of Experience ● Teacher Turnover Rate (Percentage) in 2018-2019 **Webinar Engagement** As a part of the recruitment and engagement of prospective applicants, US PREP held a series of four webinars to recruit coalition III providers. The agenda and slide deck for these prospective applicants can be found here. **Application:** The US PREP coalition prospective provider application (see "application documents") gives both the provider and US PREP the opportunity to interview one another to determine a good fit for transformation. The application includes the following key components: ● Application ○ Articulation of Expectations ○ Rationale for seeking coalition membership ○ Current TPP Implementation, Commitment to Transformed Model Implementation, and Technical Assistance Desired ○ Commitment to Scale ○ Commitment to re-allocation to sustain Transformed Model ○ Impact Desired ● Subaward Budget Narrative ○ Review and evaluation of the application and all artifact is rooted in the US PREP enabling conditions ● Cohort IV/V Applications can be found here. **Interview:** The US PREP Staff and existing coalition providers, upon review of the application, hold a 90-minute interview with the prospective university faculty, leadership, and pilot district leadership. This interview includes both "standardized questions" that allow university/district partners to express how they are meeting the enabling conditions of transformation, along with "provider-specific questions" developed based on the application submitted

			by the provider.
			Review and evaluation of the interview and all responses is rooted in the US PREP enabling conditions.
			Follow-Up Interview (if necessary) The Executive Director and applicable Senior Directors, when necessary, conduct follow-up interviews to allow providers to respond to additional questions not answered in the interview (in which a response is necessary by the review committee in order to determine an assessment of acceptance or denial into the coalition).
			Selection: The US PREP Staff and coalition members then go through a discussion and voting protocol to determine acceptance of providers into the coalition.
3a	**Individualized Transformation Plans** See Technical Assistance Developmental Framework for criteria. *Individualized plans with timelines and milestones, measures, responsibilities by stakeholder, and the TA provided are:* 1. ***Developed and revised** in each EPP Transformed model implementation, aligned to the US PREP Developmental Framework and Benchmarks (see to the right),* 2. *Are ambitious and feasible in the "level" based on the **quality** objectives outlined in the US PREP Developmental Framework,* 3. ***Revised annually and updated and discussed quarterly** (every 3 months) status update to track progress, celebrate successes, and make changes, and* 4. *Used by Regional Transformation Specialists to **share** best practices and support avoidance of obstacles in other implementations across the coalition of university*	Sustaining	Each provider in the US PREP Coalition, alongside the support of their assigned Regional Transformation Specialist, develops, maintains, and refines an Individualized Transformation Plan (ITP) on a quarterly basis. The ITP is seen as a memorializing document and illustrates the progress, growth, and summation of the tools, experiences, and core tenants of transformation aligned to the US PREP Developmental Framework. By no means is this document meant to be all-inclusive. **ITP Goal Setting** - A process and protocol to support ITP goal setting (example here). **US PREP Developmental Framework and Benchmarks** -The following criteria from the US PREP Developmental Framework, at the performance rating noted by the US PREP Benchmarks during transformation, have been established to determine the quality expected at each milestone throughout the three year transformation timeline.

	providers	

TECHNICAL ASSISTANCE: QUALITY OBJECTIVE B

QUALITY *Objective* **B**

The technical assistance provider uses data to continuously improve its programming and support

Outcome	*Indicator*
1 The technical assistance provider systematically and jointly **collects** data about teacher preparation program performance and TA provider performance to shape its support/programming	**a** Evidence that technical assistance provider has a shared data collection plan (with measures, timeline) for **preparation program** performance **b** Evidence that technical assistance provider has a data collection plan (with measures, timeline) for **TA provider** performance
2 The technical assistance provider systematically and jointly **analyzes** data about teacher preparation program performance and TA provider performance to shape its support/programming	**a** Evidence that technical assistance provider jointly analyzes data about **preparation program** performance **b** Evidence that the technical assistance provider analyzes data about **TA provider** performance
3 The technical assistance provider systematically and jointly **uses** data about teacher preparation program performance and TA provider performance to shape its support/programming	**a** Evidence that technical assistance provider uses and shares data about preparation program and TA provider performance to improve provider practices and/or structure **b** Evidence that technical assistance providers differentiate support based on the data

Indi-cator	What criteria have you established to determine the Center's performance level aligned to each indicator?	Provide a rating and evidence of current Center performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	Please describe any additional work that will be done to strengthen center performance aligned to each indicator.
1a	**EPP Data Collection Plan** See Technical Assistance Developmental Framework for criteria. *Data plans include measures, timelines, frequency, fields/definitions, and a concrete plan for:* 1. ***Planning for, collecting, moving, analyzing, and using** EPP data to improve decision-making and make changes to programming/support/development,* 2. *Ensuring **quality** and reliability of measures,*	Sustaining	Provider Data Collection Plan: US PREP developed two tools to support providers with a clear plan for collecting data: • Data collection template & Data collection timeline for the providers • In addition to the data collection plan, US PREP is providing support in the data systems used to collect data in the following ways: ○ Data Monthly Meetings ○ Data Lead Retreats (sample) ○ Definitions ○ One on One Data Reviews ○ Online Interfaces to

	processes, tools/instruments, etc., 3. **Regular revision and iteration/adaptation cycles** *to adapt, change, and meet the needs of stakeholders, and* 4. **Sharing** *of best practices in data management, including planning for, collecting, moving, analyzing, and using data.*		support security protocols
1b	**TA Data Collection Plan** See Technical Assistance Developmental Framework for criteria. *Data plans include measures, timelines, frequency, fields/definitions, and a concrete plan for:* 1. **Planning for, collecting, moving, analyzing, and using** TA *data to improve decision-making and make changes to programming/support/development,* 2. *Ensuring* **quality** *and reliability of measures, processes, tools/instruments, etc.,* 3. **Regular revision and iteration/adaptation cycles** *to adapt, change, and meet the needs of stakeholders, and* 4. **Sharing** *of best practices in data management, including planning for, collecting, moving, analyzing, and using data.*	Emerging	US PREP has developed a Center Data Plan is leverages and implements in all transformations: US PREP Data Plan This plan details our Center's essential data questions, measurements, and processes for data use. US PREP staff members convene quarterly for US PREP Rally Up Data Retreats.
2a	**TA Data Analysis of EPP** See Technical Assistance Developmental Framework for criteria. *Joint analysis of EPP performance data:* 1. **Occurs, at minimum with**	Emerging	Joint analysis of the data in the US PREP technical assistance model includes: **Quarterly Progress Reports (QPRs):** Central to the evaluation of trend analysis and the assessment of provider improvement is the US PREP Developmental Framework. Providers are evaluated against the Developmental

the **RTS, quarterly** based on on the Quarterly Progress Report TA model and the Data Day expectation outlined in Quality Objective 4 of the US PREP Developmental Framework,

2. Is organized such that faculty, leaders, and center staff **can make informed decisions** on candidate and student development/needs, making adjustments to programming, experiences, coursework, etc.

3. **Occurs** bi-yearly, at minimum, with all faculty, and

4. Are **shared** with the US PREP staff, the coalition (in aggregate), and the broader external community, including the best practices for analyzing data.

on-going basis (see above for annual data collection metrics and template). US PREP also provides on-going technical assistance and development on using many of the data metrics outlined in the template above along with others (e.g. placement practices data, enrollment data for recruitment forecasting, etc). The collection, analysis, and usage practices vary by institution based on a host of variables, including current systems, expertise and capacity, local district and program needs, etc. US PREP supports programs in their collection, analysis, and usage practices. A few examples include:

- Convening the data leads once per month to support them with data collection and visualization
  - [Agendas](#)
  - [SWOT Analysis (slide 6)](#)
  - Supporting development and execution of Data Collection Processes
  - Leveraging free tools (e.g. Microsoft Forms, Google Sheets (arrays), Microsoft Automate, etc.)
    - [Data Lead Retreat Data Analysis Development](#)
    - Leveraging instructional performance data analysis to showcase and develop coalition provider Data Leads on an effective approach to analyzing ("rolling up") data.
    - [TPTC Strategic Data Use Protocol](#)
    - Adapted and shared the tool above to support

| | | | providers with Data Day implementation/approach

Trend analysis and impact is shared both internally with US PREP staff and externally with providers throughout the process and at regularly scheduled intervals. The primary methods for data sharing include:
- US PREP Convenings/Retreats
  - US PREP hosts various convenings/retreats (e.g. US PREP Annual Convening, Data Lead Retreats, Leadership Retreat, Curriculum Design Retreat, and Self-Study Retreat) throughout the year, both in-person and virtually. There are many topics covered during these convenings/retreats. As a part of US PREP's continued commitment to leveraging data to inform technical assistance practices, the centers utilize data from Quarterly Progress Reports (see above) and Perception Surveys to guide topics/development. Additionally, daily surveys provide real-time data to the US PREP staff on the programmatic successes and areas in need of refinement, both content and process.
- Data Lead Monthly Meetings and Bi-Annual Leadership Retreats
  - Each provider has identified a Data Lead that serves as the Point of Contact for data activity and the data manager for the |

| | | | program. Through monthly meetings, as well as retreats and other special opportunities, Data Leads are provided specific instructions related to data requests, professional development opportunities, and an opportunity to develop a shared community of practice. Artifacts aligned include:

      ■ [Data Lead Job Description](#)
      ■ [Monthly Data Lead Meeting](#)
      ■ [June '20 Data Lead Retreat](#)

Scheduled Reports:

Annual Data is gathered throughout the year and aggregated/trend analysis begins in July. This begins with data management processes and culminates in a series of reports and visualizations that are available to all US PREP stakeholders. This includes Annual Impact Data Reports, Provider Level Reports, and online visualizations. A core examples include the US PREP Annual Impact Report:

  ● [US PREP 2019-2020 Annual Impact Report](#)

Collaborative Research and Writing Agendas/Retreats:

Faculty at the inaugural US PREP institutions implemented [self-studies](#) for the purpose of understanding each university's data use and supported the use of those data to inform program improvement. In September, new coalition members launched their self-studies with the support of the inaugural research leads (who will serve as coaches). Below are the posters from each institution that display the results: |
| 2b | **TA Data Analysis of TA**

See [Technical Assistance](#) | Emerging | The RTSs are highly efficient at looking at data often as evidence by those data collected, analyzed, and used in Cohort |

	Developmental Framework for criteria. *Joint analysis of TA performance data:* 1. ***Occurs, at minimum with the US PREP Staff, quarterly*** *based on on Quarterly Progress Reports, data submissions from providers, etc.,* 2. *Is organized such that center staff and supporters* ***can make informed decisions*** *on EPP transformation to the transformed model and better support programs in support candidate and student development/needs, making adjustments to technical assistance programming, experiences, coursework, etc.* 3. *Are* ***shared annually*** *with the US PREP coalition (in aggregate) and the broader external community, including the best practices for analyzing data.*		III: **Cohort II Milestones and QPR Data** • Cohort III Transformation Milestones • Cohort III Quarterly Progress Review Data **Cohort III Milestones and QPR Data (Year 1 - 6 months of work)** • Cohort III Transformation Milestones • Cohort III Quarterly Progress Review Data **US PREP Quarterly Staff Retreats** • US PREP leadership meets quarterly to discuss a number of relevant, timely, and highest impact topics. Time is set at each Rally Up/Staff Retreat to specifically address data activity, identify trends, and plan/act on making improvements to technical assistance. **US PREP and Educational Policy Initiative at Carolina (EPIC) Reports:** ■ Following a series of site visits to cohort 1 and 2 providers, EPIC developed two summary reports. These reports will be shared with the Deans during the next Quarterly Dean's check-in. Additionally, each of the Cohort 2 reports were shared during governance meetings at each of the provider sites: ○ Final Report US PREP continues to engage EPIC to support the evaluation of US PREP and the center's effectiveness on both EPP transformation and outcomes for students, teachers,districts, and communities.
3a	**Use of TA Data to Inform** See Technical Assistance Developmental Framework for criteria.	Developing	US PREP is committed to using data from providers and from third-party analyses on technical assistance to inform improvement practices in technical assistance. To access the US PREP data use plan, click here: US PREP Data Plan

Use and sharing of data about preparation program and TA performance as a way to improve provider practices and.or structure:

1. ***Occurs, at minimum with the US PREP Staff, quarterly*** *based on on Quarterly Progress Reports, data submissions from providers, etc.,*
2. *Is organized such that center staff and supporters **can make informed decisions** on EPP transformation to the transformed model and better support programs in support candidate and student development/needs, making adjustments to technical assistance programming, experiences, coursework, etc.*
3. *Are **shared annually** with the US PREP coalition (in aggregate) and the broader external community, including the best practices for teacher preparation and technical assistance)*

See [Technical Assistance Developmental Framework](#) for criteria.

As a result of data conversations across our organization and with providers, US PREP continues to embrace improvement. This past year, some of the key learnings from the data resulted in the creation of new resources, innovations, and training sessions:

Scale toolkit – the toolkit supports the RTSs with guiding their providers through the development of their scale plans.

A Communication Toolkit – the toolkit supports providers with how to think through all the ways to communicate the transformation work with their faculty and school partners.

Development of a new partnership with Public Impact. Together, US PREP and Public Impact will work with seven universities and 13 school districts to scale paid residencies across Texas. Coalition webinars- the webinar topics have been informed by the needs of our providers.

Following each of our events, trainings, and retreats, we analyzed the feedback surveys as a team, and made plans to improve future virtual trainings and convenings.

EPIC Impact Report and Evaluation - EPIC has recently finalized a technical assistance evaluation based on a series of virtual site visits and data analyses. [This report](#) has heavily informed our most recent changes to our technical assistance model, including recognizing that we must spend more time in the 'Exploration' phase of this work with providers to gain momentum, plan well for scale & sustainability of the transformed model, and enhance governance structures.

EPIC Provider Admin Data and Qualitative Analyses - As a part of our ongoing commitment to our own data practices for improving technical assistance, we have started on a multi-phase initiative in which we're requesting/have already gained state-level data on employment,

			certification and teaching, and student achievement (in Texas and 7 other states) that can be leveraged to monitor and assess the longitudinal effectiveness/impact of candidates trained, retention rates, instructional performance, and student achievement.

3b	**TA Differentiation**
	
	For this Outcome & Indicator US PREP has established the following criteria:
	
	Provider technical assistance differentiation:
	  1. Is *planned for, revised, and implemented,*
	  2. Is rooted in the *goals and measures* outlined in the *US PREP Developmental Framework for occurrence, quality, frequency, and fidelity,* and
	  3. Is *implemented routinely* in bi-monthly site visits, convenings, webinars, and other technical assistance events/experiences,
	  4. Is *shared* cross-functionally within the center and across other TA centers
	
	See Technical Assistance Developmental Framework for criteria.
		Sustaining	US PREP tracks provider progress through the ITP. Data interventions are logged and progress monitored in the ITP and Quarterly Progress Reviews. Additionally, US PREP rolls up the data to identify trends across the coalition. These trends inform the development of new resources, interventions, as well as webinar sessions. Some examples include:
			
			Cohort III (Year 1 - 6 months of work)
			  • Cohort III Transformation Milestones
			  • Cohort III Quarterly Progress Review Data
			
			US PREP continues to refine and improve its approach to collecting the data necessary to improve decision-making at the program level. This includes working alongside organizations such as EPIC, and providers, to determine where data exists, how to best obtain/move that data, and ultimately expedite the analysis and visualization.

TECHNICAL ASSISTANCE: SUSTAINABILITY OBJECTIVE B

SUSTAINABILITY *Objective* A

Quality technical assistance can be sustained

Outcome	Indicator
1 The technical assistance provider demonstrates an ability to maintain quality, impact, and reach throughout the scope of the work	**a** Evidence of sustainable allocation of human capital **b** Evidence of structures and systems that promote efficiency and effectiveness **c** Evidence of sustainable allocation of finances

Indi-cator	What criteria have you established to determine the Center's performance level aligned to each indicator?	Provide a rating and evidence of current Center performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	Please describe any additional work that will be done to strengthen center performance aligned to each indicator.
1a	**Sustainable Human Capital** For this Outcome & Indicator US PREP has established the following criteria: *Sustainable allocation of human capital:* 1. Is **planned** for via **bi-yearly** *capacity meetings,* 2. *Ensures the* **quality of TA** *is consistent and aligned to the BMGF TA O&Is, and* 3. *Is* **shared openly** *with both BMGF program officer and the TPTC CoP by sharing roles, descriptions, and programming.* See Technical Assistance Developmental Framework for criteria.	Sustaining	Every year, US PREP evaluates each of the staff members and the responsibilities of each role. Every member of the team contributes to the sustainability of the Center. Two ways we ensure this is that 1) we socialize, as a team, the work streams of each team member, which allows us to identify gaps and capacity needs. and 2) succession planning as a team to ensure projects/work streams are able to be maintained at a high level. As we continue to build our staff, we also continue to get better at understanding our staffing needs as well as how to best onboard them. Below are a few examples: **Regional Transformation Specialist "Scope of Work"** ○ This tool supports the onboarding and implementation of both novice and more senior Regional Transformation Specialists, streamlining the communication of roles, responsibilities, and tools/assets to be leveraged in the role. Another element of this is the RTS Repository, which sources the artifacts, tools, etc. from the vast amount that RTS's gather, create, and disseminate across implementations. **Capacity Forecasting:**

			• Every 6 months the US PREP senior leadership undergoes a process of determining the projects/work streams of the US PREP staff to: 1) Ensure capacity levels are appropriate for each team member, and 2) Determine future capacity needed given US PREP's rigorous selection and onboarding process of team members.
Do al	**Structures to Promote Efficiency** For this Outcome & Indicator US PREP has established the following criteria: Structures and systems that promote efficiency and effectiveness are: 1. **Planned** for via team and sub-team meetings, 2. Ensures the **quality of TA** is consistent and aligned to the BMGF TA O&Is, 3. Operationalized and **measured**, 4. **Shared openly** with both BMGF program officer and the TPTC CoP by sharing roles, descriptions,and programming. See Technical Assistance Developmental Framework for criteria.	Emerging	US PREP focuses on developing enhanced systems and processes that promote both efficiency and enable the team to *do more, with less.* This focus allows the US PREP Staff to remain "lean" and still provide robust and high-quality technical assistance that results in a full-scale, sustainable teacher preparation program. Some examples of these updated structures and systems includes, but is not limited to: **Implementing:** **US PREP Main Toolkit Re-Design** Aligned to the US PREP Developmental Framework and streamlined to support both access and usage by coalition members and US PREP Staff alike. **Password**: teacherprep **Application Processes** (automated creation of individual folders by applicants, reviewing, scoring, receipts and links, etc.) **Calendar and RSVP Process for Events** (external facing calendar, automation of receipts, calendar invites, RSVP list generation, etc.) **US PREP Business Office Strategic and Tactical Plan** Supports streamlining of back-end and support services processes (travel reimbursements, Annual Performance Review tracking, operations of events, etc. This month-by-month tactical plan supports progress monitoring and the team in identifying opportunities for streamlining tasks and processes to keep support capacity necessary at a minimum. **Regional Transformation Specialist "Scope of Work"**

This tool supports the onboarding and implementation of both novice and more senior Regional Transformation Specialists, streamlining the communication of roles, responsibilities, and tools/assets to be leveraged in the role.   Another element of this is the RTS Repository, which sources the artifacts, tools, etc. from the vast amount that RTS's gather, create, and disseminate across implementations.

Building Capacity *Within* the Coalition
A major differentiator for US PREP is the approach to building capacity within the coalition to then support current and future transformations. Curriculum Design Coaches, Clinical Coaches, etc. all work to support providers external to their own (along with their district partners) in transforming and implementing practices that best support the development of a high-quality approach to teacher development.
Clinical Coach:
Job Description
Selection & Training Process

Curriculum Design Coach:
Call to Action: Curriculum Design Success Criteria
Curriculum Design Coach
FAQ Documents
These documents, and others like it in other roles, provide a sustainable approach to the recruitment of coalition-based roles for transformation with providers external to the individual applying for the role, a set of stakeholders implementing a portion of the transformation efforts, etc.
Clinical Coach FAQ
Cohort II FAQ
Cohort III FAQ
Toolkits
A large part of US PREP's effectiveness in promoting efficiency and effectiveness is its ability to build the capacity of others. US PREP has developed, and continues to develop, toolkits that are role and topic specific to streamline content dissemination and support of stakeholders. A more recent example of this is the Student Teaching Toolkit,

			along with the main US PREP Toolkit described above.
1c	**Sustainable Finances** For this Outcome & Indicator US PREP has established the following criteria: *Sustainable allocation of finances:* 1. *Is **planned** for via **bi-yearly** capacity meetings,* 2. *Ensures the **quality of TA** is consistent and aligned to the BMGF TA O&Is, and* 3. *Is **shared openly** with both BMGF program officer and the TPTC CoP by sharing roles, descriptions,and programming.* See Technical Assistance Developmental Framework for criteria.	Emerging	**Diversification of Funding Streams** See content below this table. **Consultancy Proposals and Contracts** Essential to US PREP's sustainability goals as a center is identifying and being awarded diverse contracts. **Post Transformation Provider Membership** All Cohort I providers with the exception of two institutions are participating in post transformation membership. Each institution allots $10,000/year towards post-transformation, which includes technical assistance in the following areas: An effective and well-publicized peer-to-peer university PLC model that produces peer-driven improvement and improved teacher preparation outcomes: -Opportunity to submit proposals for and learn from the US PREP Innovation Pilots -Participation in the US PREP Research Hub where the purpose is learning -Access to Leadership Network of Deans and department chairs -Opportunity to be included in future grant proposals Co-development of a post-transformation ITP & Access to Resources: -Monthly cohort meetings with other post-transformation colleagues -Accountability and support to continue improvement work -Access to the US PREP Toolkit where teacher preparation resources continue to be updated and developed for all teacher preparation stakeholders. Access to US PREP Convenings, Leadership Retreats, and Clinical Quality Trainings (travel for up to 10 people each year paid for by US PREP).

USPREP is grateful for the support from USPREP to launch the inaugural cohort, and to support the expansion of US PREP to have a greater impact. Over time, USPREP has worked to diversify its technical assistance offerings, its funding sources, including funding from public funding sources, such as state agencies. US PREP has three levels of membership services: full transformation, post-transformation, and consultancy services. This year, US PREP has built a new scope of technical assistance to include strategic staffing models in school districts to support paid residencies. To view the scope of work and budget, click here. In the first year of implementation, we anticipate this strategic staffing model implementation generating over $1.4mil in sustainable residency stipends (6 districts and regions). The goal is for the sustainable residency stipends to double each year until the district's candidate/teacher needs are fully met and then be sustained infinitely.

See the table below for more information about our revenue sources and additional funding sources over time.

Year	Total Revenue	Percentage of funding by BMGF	# of additional funding sources
2015-2017	$8,657,397	81%	*3 additional funding sources, including fee for service and public funding from Louisiana Department of Education*
2018-2020	$18,824,600	70.4%	*10 additional funding sources, including fee for service*
Projected 2021-2023	$11,492,963	56.5%	*7 additional funding sources, including fee for service and public funding from Texas Education Agency, Delaware Department of Education*, and Arkansas Department of Education**

*Anticipated funding source

TECHNICAL ASSISTANCE: REACH OBJECTIVE A

REACH *Objective* **A**

The technical assistance generates awareness in the field

Outcome	Indicator
1 The technical assistance provider generates awareness for the field of tools/resources/solutions to support implementation of sustainable, quality programming	**a** Evidence of generating awareness: ○ Attitudinal data (e.g., net promoter scores from teacher preparation programs) ○ Analytics (e.g., website access, tools/resources downloaded) ○ Other (e.g., attendance at events, webinars, conference presentations, advocacy)

Indi-cator	What criteria have you established to determine the Center's performance level aligned to each indicator?	Provide a rating and evidence of current Center performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	Please describe any additional work that will be done to strengthen center performance aligned to each indicator.
1a	**Generating Awareness** For this Outcome & Indicator US PREP has established the following criteria: Awareness for the field of tools, resources, and solutions to support implementation of sustainable, quality programming:	Sustaining	US PREP generates awareness for the field of tools, resources, and solutions to support implementation of sustainable, quality programming via regular email blasts, webinars, publications, retreats, and convenings.

1) **Occurs** through the review of provider and candidate surveys, resources available and accessed via the website, number of individual email addresses who receive regular email blasts, and RSVPs to webinars, convenings, and presentations, 2) Is **measured by** increases in inquiries for more information and feedback via surveys from providers and those in attendance at presentations, convenings, and webinars. Feedback is requested after each convening, presentation, and webinar to continue to understand the need for and effectiveness communicating awareness on a given topic. 3) **Shared** via the website, with resources being open and accessible to the public, including toolkit resources See [Technical Assistance Developmental Framework](#) for criteria.	

Describe your planned Reach activities, if known.			
Reach Effort (Webinar, Social Media Posts, Tool Sharing, Conference Presentation, etc.)	Audience (if applicable)	Analytics (number reached, attendees, downloads, etc.)	Attitudinal Data (e.g. net promoter scores)
March Curriculum Design Retreat	Teacher educators across the coalition who teach math, ELA, science, social studies, bilingual ed, and special education	155	

March Self-Study Retreat	Each university identifies 2-3 "research leads" who engage in the self-study process to research their programs using the US PREP Developmental Framework.	155	
March Data Lead Retreat	Data Leads across each coalition partner convene to develop and implement processes for data collection, analysis, and dissemination.	155	
June convening	All US PREP providers and district partners	155	
October Curriculum Design Retreat	Teacher educators across the coalition who teach math, ELA, science, social studies, bilingual ed, and special education	155	
October Self-Study Retreat	Each university identifies 2-3 "research leads" who engage in the self-study process to research their programs using the US PREP Developmental Framework.	18	
October Data Lead Retreat	Data Leads across each coalition partner convene to develop and implement processes for data collection, analysis, and dissemination.	32	
Dean's Quarterly Check-ins	Deans participate in quarterly check-ins with US PREP staff to examine data, share problems of practice, and collaborate.	60/check-in	

CBED Webinars	All US PREP coalition partners and districts	251	
4 Spring webinar series	All US PREP coalition partners and districts		

US PREP disseminates email blast communications regularly as well as hosts webinars regularly:

- *monthly email blasts* *tell the story of transformation in our partner sites disseminating 15 unique email campaigns from August 2019-July 2020 to 36,506 (compared to 23,062 last year) total recipients.*
- *During August 2020 - May 2021 42 unique email campaigns were launched to 61,926 (compared to 36,506 last year) total recipients. Each campaign reached an average of 1474 inboxes; 24.4% open rate; 2.3% click rate.*
- *We continue to host monthly webinars*
- *We developed and continue to add to our professional, password protected toolkit*
- *Continued to leverage US PREP social media accounts and posted weekly on Facebook, Twitter, and LinkedIn*
- *Continue to present at national conferences*

The titles of each of the campaigns are as follows and an archive of these communications can each be access on the US PREP Website:

2021:

1. Webinar #4: Applying a DEI Lens to Resources
2. Invitation: Call for US PREP Edited Volume Book Chapters
3. UTSA Hosts AACTE Session - Join Us Tomorrow!
4. Culturally Responsive Learning Series Webinar RSVP | Understanding Micro-Aggression and Its Impact on Diverse Learners
5. SAVE THE DATE: June 14-17, 2021 - US PREP Convening!
6. An Explicit Focus on Diversity, Equity, Inclusion and Antiracism
7. Join us at AERA this afternoon!
8. Join US PREP at AERA
9. CBED Learning Series Continues TOMORROW, April 7th
10. US PREP Annual Impact Report
11. Join Us For Spring Webinar #2: Creating a Culture of Data Use
12. Standing with the AAPI Community to disrupt discrimination
13. Tarleton State Scales Teacher Residency Program
14. US PREP Coalition Members Receive State-Wide Commendation
15. SAVE THE DATE: March 22-25, 2021 - US PREP Virtual Learning Retreats!
16. Delaware Collaborative
17. Innovation Pilot Award Announcement
18. SAVE THE DATES: Spring Webinar Series
19. CRT Virtual Learning Series: Culturally Responsive Assessments
20. Welcome the University of Arkansas at Pine Bluff!
21. Evidence Based Decision Making and Program improvement at the University of Houston

2020:

1. Sustainable Residencies Symposium - Event Resources
2. Happy Thanksgiving from US PREP

3. Teacher Educator Spotlight Series
4. US PREP Curriculum Redesign Process
5. CBED Culturally Responsive Learning Webinar - Nov 16th
6. Scaling High Quality Teacher Residencies
7. Fall Virtual Learning Series: Developing Culturally Competent Teachers
8. THIS WEEK: Curriculum Design Retreat
9. Jackson State University Uses Data to Support Teacher Candidates
10. edTPA Community of Practice - October Resources
11. Jackson State University: Aligning Curriculum
12. Creating Brave Spaces: Engaging in Courageous Conversations
13. Fall Virtual Learning Series: Developing Culturally Competent Teachers
14. Learning Series Resources from Session #3 - Clinical Supervision in Virtual Environments
15. Jackson State University Strengthens Clinical Practice
16. Learning Series Resources from Session #1 - Building Relationships with K-12 Students in a Virtual Environment
17. Just in Time Resources Added to the US PREP toolkit
18. US PREP's Hub & Spoke Assistance Model
19. Join US PREP for a Virtual Learning Series
20. Implementing Sustainable Teacher Preparation Residencies at Scale

TECHNICAL ASSISTANCE: IMPACT OBJECTIVE A

IMPACT *Objective* Ⓐ

Teacher preparation programs are sustainable, scaled, and high-quality

Outcome	Indicator
① Teacher preparation programs are demonstrating positive impact by implementing sustainable, quality programming at scale	ⓐ Evidence of quality programming ⓑ Evidence of positive impact ⓒ Evidence of sustainability of quality programming ⓓ Evidence of scale of quality programming
② Teacher preparation programs are demonstrating positive impact by implementing sustainable, quality programming at scale **as a result of technical assistance provided by the technical assistance provider**	ⓐ Evidence of TA provider's contribution to preparation programs' quality programming ⓑ Evidence of TA provider's contribution to preparation programs' positive impact ⓒ Evidence of TA provider's contribution to preparation programs' sustainability of quality programming ⓓ Evidence of TA provider's contribution to preparation programs' scale of quality programming

Indi-cator	What criteria have you established to determine the Center's performance level aligned to each indicator?	Provide a rating and evidence of current Center performance level (Not Yet Started, Emerging, Developing, Sustaining) for each of the Indicators.	Please describe any additional work that will be done to strengthen center performance aligned to each indicator.
1a	**Quality Programming**	Emerging	• Each prospective Coalition provider goes through a series of baseline performance

	For this Outcome & Indicator US PREP uses the US PREP Developmental Framework and the indicator criteria under the four quality objectives to determine quality, frequency, fidelity, and occurrence of programming.		- measures to determine transformation readiness. - At the start of transformation, providers are assigned an RTS who supports them through the transformation phases. One of the first activities providers engage in is the development of the ITP. The ITP acts as a project management plan to ensure goals and milestones are clearly established. - Area for growth: A US PREP portal is in the process of being developed which will help organize the ITPs so that they are accessible in visually stimulating ways.
1b	**Positive Impact** For this Outcome & Indicator US PREP uses the US PREP Developmental Framework and the indicator criteria under the four quality objectives to determine quality, frequency, fidelity, and occurrence of programming.	Developing	- US PREP has developed a US PREP Data Plan that outlines how data will be collected and used. This plan details our Center's essential data questions, measurements, and processes for data use. US PREP staff members convene quarterly for US PREP Rally Up Data Retreats. - Through Quarterly Progress Reports, providers are evaluated against the Developmental Framework four times per year using Individual Transformation Plans. The ongoing evaluations are formalized annually with the Annual Progress Report. These data are reported annually and used for the trend analysis of program level improvement. - Quarterly data lead retreats and data reporting: The US PREP Senior Director of Data and Continuous Improvement has established systems and structures to collect Impact data on a quarterly basis. Following the submissions of the data reports, the data leads engage in a full day retreat to discuss trends and ways to share the data with university and district partners
1c	Sustainable Quality Program For this Outcome & Indicator US PREP uses the US PREP Developmental Framework and the indicator criteria under the four quality objectives to determine quality, frequency, fidelity, and occurrence of programming.	Sustaining	- US PREP has developed a clear strategy to support transformation sustainability. This effort involves: - Having a robust communication strategy to showcase the work of the providers. Weekly email blasts help to raise awareness of the work that is occurring - Disseminating annual reports to demonstrate the success of transformation efforts - Seeking new funding relationships and opportunities for local and state-wide transformation TA. This

			past year, we have developed relationships with the Texas Education Agency, Arkansas Department of Education, and Delaware. ○ Expansion of technical assistance: This year, US PREP began to design technical assistance for strategic staffing models as well as facilitation of regional communities of practice. ○ Site Coordinator case studies will be released next month to support providers with strategies for scaling and sustaining the SC role.
1d	Scalable Quality Program For this Outcome & Indicator US PREP uses the US PREP Developmental Framework and the indicator criteria under the four quality objectives to determine quality, frequency, fidelity, and occurrence of programming.	Sustaining	● In addition to direct support provided by the RTSs as well as the coalition support provided through convenings and webinars, US PREP measures its contribution through an annual technical assistance survey. ● The ITP provides a clear scale plan from year 1 through year 3. ● Resources, such as the Scale Toolkit, provide strategies for programs to reference as they work to scale.
2a	Contribution to Quality For this Outcome & Indicator US PREP uses Annual Perception Surveys and an external evaluation through Education Policy Initiative at Carolina (EPIC). See the most recent EPIC evaluation on Cohort II for the methodology and evaluation.	Emerging	● US PREP Staff: ○ Regional Transformation Specialists ○ Clinical Coaches ○ Data Leads & Research Leads ● US PREP Events ○ Webinars ○ Convenings (Curriculum, Data Leads, Research Leads, Leadership retreats, etc.) ● Continue to implement quarterly team retreats to address ITP progress and supports ● Continue to develop the US PREP portal that will allow all staff to access ITPs and milestone achievement.
2b	Contribution to Impact For this Outcome & Indicator US PREP uses Annual Perception Surveys and an external evaluation through Education Policy Initiative at Carolina (EPIC). See the most recent EPIC evaluation on Cohort II for the methodology and evaluation.	Emerging	● US PREP Staff: ○ US PREP Senior Director of Data & Continuous Improvement ○ US PREP Data Analyst ○ US PREP Senior Director of Strategic Initiatives ○ EPIC ● US PREP Events ○ Quarterly data lead retreats ● US PREP Resources: ○ Clear expectations for data

			submissions to support the collection, analysis, and sharing of data
2c	Contribution to Sustainability For this Outcome & Indicator US PREP uses Annual Perception Surveys and an external evaluation through Education Policy Initiative at Carolina (EPIC). See the most recent EPIC evaluation on Cohort II for the methodology and evaluation.	Developing → Emerging	• US PREP has developed a clear strategy to support transformation sustainability. . This effort involves: 　○ Having a robust communication strategy to showcase the work of the providers. Weekly email blasts help to raise awareness of the work that is occurring 　○ Disseminating annual reports to demonstrate the success of transformation efforts 　○ Seeking new funding relationships and opportunities for local and state-wide transformation TA. This past year, we have developed relationships with the Texas Education Agency, Arkansas Department of Education, and Delaware. 　○ Expansion of technical assistance: This year, US PREP began to design technical assistance for strategic staffing models as well as facilitation of regional communities of practice. 　○ Site Coordinator case studies will be released next month to support providers with strategies for scaling and sustaining the SC role.
2d	Contribution to Scale For this Outcome & Indicator US PREP uses Annual Perception Surveys and an external evaluation through Education Policy Initiative at Carolina (EPIC). See the most recent EPIC evaluation on Cohort II for the methodology and evaluation.	Emerging	• In addition to direct support provided by the RTSs as well as the coalition support provided through convenings and webinars, US PREP measures its contribution through an annual technical assistance survey. • The ITP provides a clear scale plan from year 1 through year 3. • Resources, such as the Scale Toolkit, provide strategies for programs to reference as they work to scale.

Center Credibility and Capacity: It is critical that the proposed technical assistance provider has both the credibility and capacity to address each of the priority areas. Center staff should have a strong track record of (1) **experience implementing and assessing transformation of teacher preparation** aligned with the **Teacher Preparation Program Outcomes & Indicators Guidelines**, and (2) **leading and scaling teacher preparation change initiatives**. They should have the capacity to meet the objectives of the **Technical Assistance Outcomes & Indicators**. Complete the table below, indicating all personnel and names of individuals who you have identified to fill the role. **Link bios for each person. Link job descriptions for each job title.**

Name/Title of Position (link to job descriptions)	%FTE				Responsibilities (link to job descriptions)	Key Qualifications of this Individual (link to bio or CV)
Sarah Beal, Ed.D. **Executive Director**	**Yr. 1** 10%	**Yr. 2** 10%	**Yr. 3** 15%	**Yr. 4** 15%	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 the 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.	https://www.linkedin.com/in/sarah-beal-16a797125/
Calvin J. Stocker, M.Ed. **Senior Director Operations and Strategic Initiatives**	**Yr. 1** 5%	**Yr. 2** 10%	**Yr. 3** 15%	**Yr. 4** 15%	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),	https://www.linkedin.com/in/calvin-stocker-8b206819/

| | | 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. | |

Dedra Collins Ed. D.
Senior Director
Content, Development & Programming

Yr. 1	Yr. 2	Yr. 3	Yr. 4
7.5%	10%	15%	15%

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.)

https://www.linkedin.com/in/dedra-lee-collins-ed-d-207359a0/

Craig Morton, Ph.D.
Senior Director
Data and Continuous Improvement

Yr. 1	Yr. 2	Yr. 3	Yr. 4
5%	10%	15%	15%

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,

https://www.linkedin.com/in/craigmorton1/

						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	

Lynda Scott, Ed.D
Regional Transformation Specialist

Yr. 1	Yr. 2	Yr. 3	Yr. 4
5%	10%	15%	15%

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.

https://www.linkedin.com/in/lynda-scott-az/

Nicole Aveni, M. Ed.
Regional Transformation Specialist

Yr. 1	Yr. 2	Yr. 3	Yr. 4
0%	15%	15%	15%

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.

https://www.linkedin.com/in/nicole-aveni-569129110/

			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.	https://www.linkedin.com/in/sarahsaltmarsh/

Sarah Saltmarsh, Ed.D
Regional Transformation Specialist

Yr. 1	Yr. 2	Yr. 3	Yr. 4
0%	33%	33%	33%

Khiandra Woods, M.Ed.
Regional Transformation Specialist

Yr. 1	Yr. 2	Yr. 3	Yr. 4
33%	33%	66%	66%

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.

https://www.linkedin.com/in/khiandra-woods/

Ashley Harris, M.Ed.
Regional Transformation Specialist

Yr. 1	Yr. 2	Yr. 3	Yr. 4
0%	25%	25%	25%

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

https://www.linkedin.com/in/ashley-harris-127117110/

					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.	

Malissa Thibault, Ed.D
[SSM Regional Transformation Specialist](#)

Yr. 1	Yr. 2	Yr. 3	Yr. 4
0%	70%	75%	75%

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.

https://www.linkedin.com/in/malissa-thibault-53545746/

Stephanie Lund, Ed.D
[Regional Transformation Specialist](#)

Yr. 1	Yr. 2	Yr. 3	Yr. 4
0%	33%	33%	33%

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.

https://www.linkedin.com/in/stephaniemlund/

JoAnna Duncan, **SSM Regional Transformation 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.); 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.	https://www.linkedin.com/in/joanna-duncan/
	Yr. 1	Yr. 2	Yr. 3	Yr. 4			
	0%	70%	75%	75%			

CHALLENGES AND RISKS

Describe the challenges and risks identified during this proposal process.
- What are the top three or four challenges to the success of this project, including the ability to achieve the intended results within the planned time-frame?
- How will you (and the preparation programs) address challenges?
- In addition to identifying the challenges, tell us what risks you (and the teacher prep programs) are taking to do this work. What do you consider the most innovative or most challenging change you are making? Where possible, please describe what you will do to mitigate the identified risks. If there are inherent risks that you are not mitigating, but rather just accepting, that is fine as well - but please indicate what those are and why you are comfortable with that approach.

Challenge 1: Maintaining the attention of provider leadership (deans, department chairs) to stay focused on the goals of transformation.

- **Description of Challenge:** Leaders are often pulled for many projects and initiatives. Ensuring they stay engaged in the work and understand the details can be a challenge. Lack of understanding and vision can lead to slow or unsustainable change.
- **Mitigation Strategy:** The Center will have high levels of presence at provider sites and in partner districts. The Center will provide both support and challenge. In addition to on-the-ground support, deans meet quarterly together to discuss scale data and transformation progress. Providers all have an ITP with milestones and these are reviewed quarterly with leaders. If providers are not demonstrating significant effort, US PREP has protocols in place to address formal interventions and potential loss of funding and/or membership.

Challenge 2: Fostering full scaling of the teacher preparation reforms within three years

- **Description of Challenge:** Providers in US PREP commit to piloting and scaling full-year student teaching residencies. This requires programs to change their course catalogues which can take several years to enact. Additionally, as part of scale efforts, providers are engaging in strategic staffing in order to pilot, scale, and sustain the site coordinator role. This work can take time to reallocate funding for these roles. Finally, many candidates are not able to access the year-long residency due to financial barriers.
- **Mitigation Strategy:**

- In year one, providers establish a 3-year ITP and scale plan in order to strategically plan for their transformation work. The ITP is monitored each month and formally each quarter. Providers are aware of the milestones that need to be accomplished in order to meet their transformation goals. When milestones aren't met, intervention plans are put into place to get them back on track.
- To support overall scale efforts, US PREP has recently developed a comprehensive scale toolkit. This toolkit includes 8 steps a provider can follow to define, identify, and implement a scaled high quality program across all pathways. This toolkit provides targeted support for programs within all contexts as the examples are diverse, varied, yet general enough to provide a framework to follow.
- In order to help providers reallocate funding to support the site coordinator role, inaugural institutions will be featured in a 'Site Coordinator Case Study'. Three universities showcased how they funded the scale of the site coordinator role. This will be an invaluable resource for the providers.
- In order to make the residency accessible to prospective candidates, districts will have an opportunity to receive strategic staffing support from US PREP. This support will enable districts to hire residents to fulfill roles in their schools in exchange for a stipend.

Challenge 3: Managing the impact of predictable changes in personnel among providers and across partner school districts.

- **Description of Challenge:** Over the past five years, US PREP providers and district partners have experienced staff/faculty changes. These changes can present a challenge when they are people who help lead the transformation work (e.g. district partner leaders, deans, department chairs, etc.)
- **Mitigation Strategy:** Establish strong lines of communication within university-school governance, and the deans, provosts and presidents. When change does occur, take critical new leaders to visit established coalition leaders (e.g., dean, chair, superintendent) as well as meet with them to discuss the vision, accomplishments, and the ITP (progress towards the goals).

SECTION D: BUDGET NARRATIVE

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.

For U.S. Programs, Communications and Family Interest related grants, include the following guidance: 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.

The budget for this project is $9,200,000. As noted earlier, the Texas Education Agency (TEA) will be releasing an RFP and if US PREP is awarded, the TEA grant will fund three universities @ $2,700,000. If US PREP is not awarded, the Center will adjust the amount of universities they will serve through this project from 8 to 5.

Major Cost Drivers

- Personnel consists 39% of the budget
- Sub-awards consist of 23% of the budget
  - Each university receives $100,000 per year for 3 years
- Travel consists of 13% of the budget
  - Every month, the RTS and Clinical coaches travel to each site
  - US PREP hosts multiple conveings throughout the year:
    - Annual Convening
    - Curriculum Design symposiums
    - Strategic Staffing Model Symposiums

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.

Reflections from Cohorts 1-3:
As we reflected on past budgets, we identified several areas where we had the majority of our cost savings:
- US PREP staff and participant travel
- US PREP personnel effort
- Coalition member sub-awards

Taking these key areas into consideration, we made adjustments to this new grant's budget:

- Travel Adjustments: We have taken into consideration the cost of travel within the state of Texas and the savings that our RTS team implements by combining site visits for multiple providers into one trip, thus lowering the per trip cost. For example, in past grants, we budgeted about $1,000 per trip per traveler. In this new grant, we budgeted about $700 per trip.
- Personnel Adjustments: Over each year, we have gotten better at anticipating being awarded new grants and funding from other organizations. This has helped us to be more strategic about the staff effort that's needed to fulfill the project objectives as we take on additional projects throughout the year. Additionally, we have also developed clearer hiring timelines for new staff that has allowed us to budget more accurately.
- Coalition Member Sub-Awards: In past years, providers have received a three-year sub-award; however, the first year was only six months. This meant that they had a $100,000 budget that they needed to expend in six months. In the subsequent years, the $100,000 needed to be budgeted over the entire year. Many providers began year 2 with a significant carryover from year 1. Also, for some providers, it took several months to get their MOUs signed and the agreements in place to begin spending, which caused delays. In this grant, providers will have a full three years in transformation- allowing them an additional six months in year one to spend their sub-awards. Further, to expedite the MOU process, we have begun working with the providers to prepare the paperwork that's needed to complete the agreements.

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.

Travel: Provide 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.

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.

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.

<u>**Benefits and Insurance**</u>

Per our F&A Rate Agreement negotiated with DHHS, fringe benefits are charged as direct costs. They include but are not limited to FICA, retirement, Worker's Compensation, life insurance, Unemployment Insurance, and Health Insurance with an anticipated 10% annual increase throughout the project. These benefits are calculated as 18% of salary for staff plus applicable insurance. When a position is "To Be Hired," an average insurance amount is used.

The insurance amounts have been added to the budget details spreadsheet on row 16 "Healthcare Costs" as a lump sum for all staff. The amounts vary per person based on what each staff member opts in to making it difficult to add into the benefits percentage in the spreadsheet. We have also included the 10% annual increase in the annual totals on row 16.

<u>**Executive Director & Principal Investigator**</u>

Sarah Beal, Ed.D.

12-month position, remaining allocation budgeted across TEA/EPIIC and other grants

	Period One 5%	Period Two 10%	Period Three 15%	Period Four 15%
Total Personnel Cost	$18,581	$19,196	$29,754	$30,751

- **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 the 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.

<u>**Senior Director of Content, Development & Programming**</u>

Dedra Lee-Collins, Ed.D.

12-month position, remaining allocation budgeted across TEA/EPIIC and other grants

	Period One 7.5%	Period Two 10%	Period Three 15%	Period Four 15%

Total Personnel Cost	$12,224	$16,846	$26,121	$27,010

- **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 training 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, M. Ed.

12-month position, remaining allocation budgeted across TEA/EPIIC and other grants

	Period One 5%	Period Two 10%	Period Three 15%	Period Four 15%
Total Personnel Cost	$7,306	$15,108	$23,437	$24,245

- **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, remaining allocation budgeted across TEA/EPIIC and other grants

	Period One 5%	Period Two 10%	Period Three 15%	Period Four 15%
Total Personnel Cost	$7,260	$15,067	$23,465	$24.374

- **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.

Programmer Analyst IV
Gary Frazier
12-month position, remaining allocation budgeted across TEA/EPIIC and other grants

	Period One 0%	Period Two 10%	Period Three 15%	Period Four 15%
Total Personnel Cost	$0	$10,686	$16,645	$17,295

- **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)

12-month positions, remaining allocation budgeted across TEA/EPIIC and other grants

Total Personnel Cost	Period One	Period Two	Period Three	Period Four
Sarah Saltmarsh	$0	33% $42,504	33% $43,986	33% $45,563
Lynda Scott	$0	10% $13,752	10% $14,259	10% $14,790
Nicole Aveni	$0	15% 18,946	15% 19,610	15% $20,302
Ashley Harris	$0	25% $33,541	25% $34,857	25% $36,245
Khiandra Woods	33% $36,907	33% $38,205	66% $79,121	66% $81,956
Malissa Thibault	$0	70% $85,218	75% $94,520	75% $97,880
JoAnna Duncan	$0	70% $42,311	75% $93,863	75% $97,203
Stephanie Lund	$0	33% $40,532	33% $42,049	33% $43,651
CD RST New Position	$0	33% $40,532	33% $42,049	33% $43,651
SSM RTS New Position 3	35% $41,437	35% $42,979	50% $63,710	50% $66,138
SSM RTS New Position 4	35% $27,625	35% $42,979	50% $63,710	50% $66,138
SSM RTS New Position 5	75% $59,196	60% $73,678	75% $95,565	75% $99,206

- **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.

Program Manager

Katy Ryan

12-month position, remaining allocation budgeted across TEA/EPIIC and other grants

	Period One 5%	Period Two 10%	Period Three 15%	Period Four 15%
Total Personnel Cost	$5,132	$10,630	$16,519	$17,120

- **Duties:** Supports directors in planning, directing, and coordinating both academic and operational activities across US PREP National Center by organizing transformative approaches to technical assistance, forging strong partnerships, enabling data-driven decision-making, and amplifying what matters most in teacher preparation.
- **Importance of Position:** Supports US PREP Senior Directors with critical functions of organizational success,plans and develops communications, Initiates and organizes project research that supports strategy development and decision-making across all work streams at the center, including policy, instructional strategy trends, and innovative practices approaches in teacher preparation.

Business Manager

Elizabeth Lindsey

12-month position, remaining allocation budgeted across TEA/EPIIC and other grants

	Period One 5%	Period Two 8%	Period Three 8%	Period Four 8%
Total Personnel Cost	$5,581	$9,287	$9,665	$10,064

- **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.

Business Assistant

Amanda L Anderson

12-month position, remaining allocation budgeted across TEA/EPIIC and other grants

	Period One 5%	Period Two 8%	Period Three 8%	Period Four 8%
Total Personnel Cost	$2,978	$4,997	$5,246	$5,513

- **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.

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.

Annual Convening, Site Coordinator Training, Curriculum Design, and SSM Community of Practice Participant Travel

- Purpose: Annual School-University shared leadership meetings designed to identify, plan, pilot, research and scale forward thinking innovations in teacher preparation. 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, cost allocated across TEA/EPIIC for Cohorts IV and V

Period One: $150,500	Period Two: $112,000	Period Three: $147,000	Period Four:$180,600

  - $500 Flight & bag fee
  - $100 Meals and incidentals, travel days
  - $100 Ground transportation, parking
  - $700/person for
    - One Annual Convening with 10 from each university provider
    - One Site Coordinator Training with 5 from each university provider
    - Up to Three Curriculum Design Retreats with 10 from each university provider
    - Up to Two SSM Community of Practice with 5 from each university provider and 5 districts partner

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: $10,500	Period Two: $49,000	Period Three: $56,000	Period Four: $42,000

- ○ GSA per diem rates for hotels and meals vary per state and month. GSA rates will be used for all trips.
- ○ $700/person for 10 trips/ university provider

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: $11,200	Period Two: $28,000	Period Three: $28,000	Period Four: 22,400

- ○ $350 Flight & bag fee
- ○ $150 Hotel 2 nights
- ○ $100 Meals and incidentals
- ○ $100 Ground transportation, parking
- ○ $700/person for US PREP personnel, quarterly trips to each unitary provider

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.

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, Cost also allocated in TEA/EPIIC for Cohorts IV and V

Period One: $9,600	Period Two: $19,200	Period Three: $57,600	Period Four: $57,600

- ○ $40/hour, 40 hours/month for 12 months for up to three coaches

Curriculum Design Coaches and Participants

- **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, Cost also allocated in TEA/EPIIC for Cohorts IV and V

Period One: $0	Period Two: $0	Period Three: $50,000	Period Four: $50,000

- ○ $2,000 stipends each 10 faculty/ university provider beginning in year 3

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

- Laptops and other equipment for new SSM RTS 5 position and life cycle replacement for current employee equipment in year 1
- Totals: $10,000

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.
- Cost also allocated in TEA/EPIIC for Cohorts IV and V
- Annual Convenings
- Site Coordinator & Program Coach Training
- Curriculum Design Symposiums
- SSM Community of Practice
- Research Self-Study Retreat

Period One: $396,409	Period Two: $61,191	Period Three: $164,158	Period Four: $214,696

Sub-Awards - Grantee to Complete

List all sub-grantees or sub-contractors 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	Texas 4 TBN		

Sub-grantee	Texas 5 TBN		

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.

> 10% Indirect cost rate for total direct costs and 5% indirect cost for sub-awards.

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?

> NA

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.

> The budget for this project is $9,200,000. As noted earlier, the Texas Education Agency (TEA) will be releasing an RFP and if US PREP is awarded, the TEA grant will fund three universities @ $2,700,000. If US PREP is not awarded, the Center will adjust the amount of universities they will serve through this project from 8 to 5.

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.$)
Texas (potentially CA in Cohort V)	$6,500,000
	$

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.$)
Texas (potentially CA in Cohort V)	$6,500,000
	$
	$

Many countries, including India, Vietnam and Bangladesh, require organizations conducting activities funded with foreign funds to comply with local registrations or other requirements. These restrictions may apply to funds you subgrant under this project. Please confirm that your organization will ensure compliance with any such requirements.

Confirmed _____

Not applicable _____ (please explain)

SECTION E: BMGF STANDARD ITEMS

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 forgoing.

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. 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)

> [blank text box]

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.)

> [blank text box]

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.