

Three Rivers Education Foundation

Teacher Quality Partnership (TQP)

(SWTQP)

Grant Proposal

From

Three Rivers Education Foundation, Inc.

In partnership with:

Eastern New Mexico University

and

Identified High Need Public-School Districts in:

Colorado (Alamosa Schools, Archuleta County Schools, Mancos Schools, Monte Vista,

Montezuma-Cortez, North Conejos, South Conejos, Sierra Grande)

New Mexico (Dulce, Espanola, Grants, Las Vegas City, Mesa Vista, Pecos, Peñasco, Questa,

Raton, Santa Rosa, Springer, West Las Vegas)

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Introduction

New Mexico and Colorado are facing a serious shortage of high-quality, certified mathematics, science, and special education teachers to fill vacant positions. Overall, the number of students completing a degree in education from 4-year universities in NM has decreased 27.7% over the past six years, and graduates in these critical areas are particularly limited. The need for high-quality teachers is most acute in rural school districts that serve a high proportion of at-risk minority students. The Three Rivers Education Foundation, Inc. (3RIV), a non-profit education leadership organization located in northwest NM, will partner with Eastern New Mexico University (ENMU) and 8 Colorado and 12 New Mexico school districts to provide students with high-quality educators. Participating districts are: **Colorado** (Alamosa, Archuleta, Mancos Schools, Monte Vista, Montezuma-Cortez, North Conejos, South Conejos, Sierra Grande); and **New Mexico** (Dulce, Espanola, Grants, Las Vegas City, Mesa Vista, Pecos, Peñasco, Questa, Raton, Santa Rosa, Springer, West Las Vegas) public school districts, each of which qualify for RLIS funding and serves a high-poverty community.

The *SWTQP* will: 1) Establish and sustain a partnership, and increase collaboration among professional educators from IHEs and LEAs to develop and implement a teacher residency program impacting high-need, high-poverty, rural school districts; 2) improve the quality of novice teachers through residencies and expanded access to quality professional development, support, and mentoring; 3) increase the rigor and depth of experiential components in educator training programs at IHE(s); 4) recruit highly qualified individuals that demographically represent the district populations; 5) enrich professional development opportunities for core groups of teachers in participating schools; and 6) improve student achievement.

The project design brings a team of committed partners together to create a dynamic, collaborative system in which university faculty provide subject-matter and pedagogical expertise, teacher mentors support and guide resident teachers, program staff conduct professional development and ensure that activities reflect the diversity of the communities participating in the project, and project management and evaluation services continuously monitor and inform all entities of progress and operations. The project will use the following components that have a strong research-base and have proven results within the targeted region: a Professional Development School (PDS) model, the Boston Teacher Residency Model (BTE), the Cognitive CoachingSM model, the Professional Learning Communities (PLC) model, and a practicum approach that has shown to significantly improve teachers' classroom performance as indicated by students' state assessment results.

Absolute Priority – *Partnership to Establish Effective Teacher Residency Programs*

The *SWTQP* partnership includes the Department of Education at Eastern New Mexico University, which has been recognized as a high-quality online teacher preparation program with a 97% student satisfaction rating and extensive experience in implementing teacher preparation programs. ENMU serves a diverse student population (35.6% Hispanic, 42.7% Caucasian, and 2.4% Native American); it is nationally recognized as a Hispanic-serving institution and is a member of the Hispanic Association of Colleges and Universities. ENMU is a state-approved teacher preparation program, and its master's degree/teacher licensure programs are accredited by the Higher Learning Commission and by the Accreditation of Educator Preparation. The NMTA pass rate among ENMU teacher candidates is 100%. The university will support teacher residents during their online coursework and the teacher residency component. As a member of

the partnership, ENMU will collaborate with *SWTQP* staff to develop and support an effective clinical experience and to engage in quality reviews to identify program improvements.

The partnering school districts will provide placement for teaching residents, identify master-level teachers to serve as mentors, provide space for professional training, allow release time for master teachers and the residents to participate in mentoring and professional development and provide support for the 2-year induction period once the new teachers are hired and begin their classroom teaching. (See Letters of Support in Appendix E).

The Three Rivers Education Foundation has a 15-year history of supporting teacher professional development and leading initiatives targeted at improving student outcomes in rural, high-need districts across 4 states. Foundation staff involved in *SWTQP* will provide project leadership and management, as well as implement professional development and core services for participants and provide three years of ongoing support to residents.

The *SWTQP* partnership will support a teacher residency program in high-need subject areas based on LEA data, specifically in mathematics, science, and special education. *SWTQP* will recruit and select 75 individuals who are committed to participating in intensive residencies while earning graduate degrees in the areas of special education and secondary mathematics and science education. Teachers will be placed in cohorts, which will facilitate collaboration among program participants, as well as enabling participants to develop professional relationships with their mentor teachers. Teacher cohorts will also receive in-depth professional development to prepare them for their teaching responsibilities, learn to differentiate instruction to meet individual student needs, and will receive ongoing support through a two-year induction experience.

Repayment: Each resident will sign an agreement that specifies the requirements and the terms associated with the payment of a wage. If the resident is unable to meet the requirements, the resident will repay wages with interest to the project fiscal agent or a pro-rata repayment for partial years. Deferrals will be considered for extraordinary circumstances. Repayment funds will be used to carry out activities that are consistent with the purpose of the project.

Competitive Preference Priority 1 – *Spurring Investment in Qualified Opportunity Zones, is aligned with the Department’s mission to promote equity and excellence in education by giving competitive preference to projects providing services to educators serving students and schools located in distressed communities, known as Qualified Opportunity Zones (QOZs).*

All 20 public school districts that have been identified for inclusion in this grant proposal are in Qualified Opportunity Zones (QOZ) or the area in which the applicant proposes to provide services overlaps with a QOZ, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code (IRC). See Appendix H for a list of targeted public-school districts and their corresponding census tract numbers, noting their specific Qualified Opportunity Zone designation.

Project Narrative

A. Quality of the Project Design

- (i) *The extent to which the proposed project demonstrates a rationale.*

The rationale for the *SWTQP* project includes: 1) research that supports the design and framework, 2) research-based components of the program, and 3) justification for the need for an effective teacher preparation program.

Research to Support the Design. The overall *SWTQP* design is informed by research into various broad topics in education, including research into connected learning theories (Ito, 2013), high-impact practices (Kuh, 2008), community immersion processes (Waddell, 2013), competency-based credentialing (Digital Promise, 2015–16; Hickey, et al., 2014), high-velocity clinical preparation strategies (NCATE, 2010; Darling-Hammond, 2014), and high-leverage pedagogies (Loewenberg Ball, & Forzani, 2012). With this research as the framework for the design of the teacher residency program, all elements of the project design have been strategically chosen to enhance teacher preparation at the PK-12 level and university levels. The project will utilize a modified Boston Teacher Residency (BTR) model as a format for the design of the teacher residency program. According to a 5th-year retention study of the BTR model (Papay, West, Fullerton, & Kane, 2011), found that teachers prepared through the residency program had a retention rate of 75% in the fifth year of teaching, compared to a retention rate of 51% in the non-TRP prepared teachers. As additional research on the efficacy of the residency model (Silva, McKie, Gleason, Knechtel, & Makowsky, 2015) found that teacher residency program (TRP) teachers were more likely to remain teaching in the same district than non-TRP teachers with similar teaching placements at a retention rate of 81%, compared to 66% for non-TRP prepared teachers. In an Issues and Answers Report published through IES, Yoon, Duncan, Lee, Scarloss, & Shapley (2007) found that teachers that receive substantial professional development—an average of 49 hours in the nine studies reviewed—can boost students’ achievement by about 21 percentile points. This study appears to support the importance of a rigorous and sustained professional development component in the development of teachers.

Further research by Lin and Acosta-Tello (2017) suggests that a “practicum mentoring model” creates more and better opportunities for prospective teachers to enhance their expertise

in teaching mathematics. Contributing factors appeared to be: (1) a well-structured practicum with clear goals; (2) the emotional and professional support from mentors for their prospective teachers; (3) meeting the needs and concerns of prospective teachers; (4) the mentors' level of expertise in teaching and mentoring; and (5) creating a close partnership between the university and the school, leading to the close mentorship between the mentors and prospective teachers, providing guidance for mentors from professors.

SWTQP Research-based Components. Each project component, too, is guided by specific relevant research.

Teacher Residency Program. The teacher residency model is adapted from the Boston Teacher Residency program in which teacher residents spend 60% of the day 1) working alongside a master teacher integrating pedagogy with the practical demands of classroom instruction and management; 2) receiving job-embedded professional development; and 3) participating in structured coaching conversations. Five cohorts, each with 15 special education or secondary mathematics or science education residents, will progress through the program for the five years of the grant. Recruits will have earned a bachelor's degree and are eligible for teaching licensure. They will be offered a fifth-year residency with a graduate program to provide stronger content knowledge, extended support, and a living wage. Success will include completion of the graduate program, meeting state licensure requirements, and placement and retention in high-need schools. The project will employ the following strategies to ensure participants' success:

- Institute a recruitment plan with specific criteria for acceptance as a resident teacher that includes: (a) identifying candidates based on a minimum undergraduate GPA of 3.0 and a clear FBI background check, (b) 2 letters of recommendation from IHE faculty or previous

employers, (c) passage of teaching licensure exams, (d) admission to the ENMU graduate program, (e) a successful interview with grant committee utilizing a rigorous screening instrument, and (f) a requirement to work full-time as a teacher in a *SWTQP* affiliated high-need school for a period of three years immediately after successfully completing the residency;

- Provide 75 (15 per year) living wage salary of (including benefits) through a 12-month contract for program recruits, which equates to a typical 9-month salary for a first-year teacher in both Colorado and New Mexico;
- Provide a one-year residency experience with a master teacher while the teacher recruit completes graduate coursework;
- Arrange for staff coaches and IHE liaison to support residency experiences;
- Provide two years of research-based induction support for 75 beginning teachers; and
- Provide ongoing professional development.

Upon selection and contractual agreement for the scholarship and acceptance of program rules and guidelines, the participant will enter a graduate course of study in special education or secondary mathematics or science focus at ENMU while at the same time participating in an intensive residency with a master teacher. The participant will be supported by *SWTQP* staff through professional development, classroom observations, and coaching.

Unique to this project design is the teacher small-group practicum embedded in the residency experience. Residents will work with three-four students twice a week to practice and reinforce new instructional strategies and skills. In the first semester, residents will focus on learning to provide reading instruction. In the second semester, they will focus on learning to provide specially designed instruction for students with special needs or mathematics and

science instruction, with an emphasis on using computer coding instruction to engage students in an in-depth study of mathematical concepts. With guidance from staff coaches and mentor teachers, residents will analyze their instructional efficacy and explore how they can transfer their skills from the small group to the classroom setting. Students selected to participate in the practica will be pre-post tested using the i-Ready online assessment developed by Curriculum Associates to gauge skills needed and attained. Mentor teachers and coaches will help residents analyze these achievement data and use them to inform and evaluate instruction. At the conclusion of the residency, staff coaches and IHE staff will work with recruits to meet Colorado and New Mexico licensure requirements, including passage of teacher assessments.

The project P.I. and executive coordinator will collaborate with partnering districts to identify vacancies and will facilitate hiring, placement, and induction. Districts will give priority to residents as vacancies occur. Project support will continue for two years after participants complete the residency program and are hired by districts. During the participants' induction period, coaches will assist districts in providing induction support. Additionally, the new teachers will receive ongoing professional development and coaching visits from staff coaches in collaboration with IHE faculty. By the end of a two-year period of teaching, mentoring, and professional development support, the participants will have acquired extensive pedagogical and professional educational skills to positively impact student achievement. After the enhanced induction process is developed and tested through this project, districts have committed to implementing the process past the project period. In this manner, members of the final two cohorts will continue to receive quality induction support, as will any additional new teachers who enter the district.

Induction Plan. The *SWTQP* induction model is designed to increase student achievement for students served by teachers new to the profession. “Initial findings from ... studies suggest that beginning teachers who receive comprehensive induction support for two years are more likely to have classes that achieve reading gains than those who do not receive this support. Further, their classes make gains at rates similar to those achieved by veteran teachers.” (New Teacher Center Research Brief, January 2006, Issue #06-01).

The *SWTQP* project induction model will focus on two primary components to include strong professional development focused on research-based teaching strategies and a comprehensive support system, including coaching and mentoring. The new teacher will participate in a two-year induction system, which includes support from a district assigned mentor, the *SWTQP* staff coach assigned to the teacher, the IHE field supervisor, and the principal. The two-year induction period allows for professional development and support based on individual teacher’s needs completed at the beginning of the induction period and updated regularly.

The strength of the program includes a support system and professional development during the participants’ residency year with the two additional years of induction once they are teachers of record. Each of the participants will be assigned to one of the coaches, who will work with them throughout the residency and two-years of induction

Professional Development. The project staff will conduct an extensive needs assessment collaboratively with the mentor, the principal, district administrators, and the new teacher to determine the best course of action in terms of the specific training and support system that would be most appropriate for each individual new teacher. The topics for professional development may include classroom management, effective reading, science, and mathematics

instruction, utilizing assessment data for instructional planning, specialized instruction, Universal Design for Learning principles, and meeting the needs of English Learners. This individualized professional development and support framework will depend on the growth and development needs of the participant. The individualized plan will be tied to the teaching competencies and evaluation system required by the state of New Mexico and Colorado. This plan will include regular observations by multiple evaluators, including the *SWTQP* Coaches using valid and reliable evaluation measures as identified by the public education department. During the two years of induction, new teachers will participate in regular professional development opportunities through the district in collaboration with the *SWTQP* staff. During the two-year induction period, professional development provided by the *SWTQP* staff will include research-based content and strategies on a given topic, modeling, follow-up observation in the classroom, and opportunity for feedback and reflection. The *SWTQP* staff will collect information on the general professional development offered by each district. The staff will supplement the district's professional development to address the additional needs of the new teachers, as identified by each participant's individualized plan. The PDS group will be asked to review the plans for each participant to ensure high-quality and alignment with current district Educational Plans for Student Success. This process will allow for a shared focus on new teacher development and support. The *SWTQP* staff will meet regularly with the IHE staff to ensure that the plans are aligned with the master's degree coursework and reflect empirically-based practices and scientifically valid research with practice. Each school in New Mexico and Colorado is required to provide collaboration time via professional learning communities on a weekly basis. The quality of the PLC practices varies by district and school. Consequently, the *SWTQP* staff, in collaboration with the PDS group and the IHE staff, will offer a menu of supports, including

professional development and resources to the PLCs to enhance the support system for new teachers. Sample topics that will be offered include: interdisciplinary collaboration with respect to the learning process, using data for decision making for instructional planning, and using technology for targeted training or research.

Coaching/Mentoring. During the residency year, participants will receive high-quality mentoring by meeting a minimum of 20 times to receive direct one-on-one mentoring and coaching sessions per year, with the *SWTQP* staff coaches along with ongoing mentoring from their assigned master teacher. Clear criteria for the selection of mentor teachers will be based on measures of teacher effectiveness, appropriate subject area knowledge, exemplary student achievement, and recommendations from their supervisor. Additional selection criteria will include Barry Sweeny's Self-Survey – Should I Become a Mentor? The results of the self-survey will be reviewed during the interview process with potential mentors to ensure mutual goals for new teacher development. Mentor teachers will receive training regarding coaching best practices from the *SWTQP* staff. Each participant will be assigned a mentor teacher at the school site during the residency year and the subsequent two-years of induction. The mentor teacher will provide ongoing guidance, support, and mentoring. The Cognitive Coaching framework will serve as the model for the mentoring/coaching support that the participants receive. Cognitive CoachingSM is a research-based model intended to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Cognitive CoachingSM capitalizes upon and enhances teachers' cognitive processes. This supervisory/peer coaching model capitalizes upon and enhances cognitive processes, enables individuals to modify their capacity to modify themselves and is a powerful approach to enhancing both individual performance and building learning organizations.

The partnership and the evaluator will conduct a formative review of the induction plan on an annual basis to ensure that all aspects of the teacher induction plan support the development of highly effective teachers and result in increased student achievement. This ongoing review will provide accountability, feedback for improvement, potential modification, and ultimately lead to the sustainability of a successful induction process at the local level.

Research-based Justification for the Need for an Effective Teacher Preparation

Program. The Partnership examined student proficiency data for the targeted districts. The data reflected in the table below indicate a significant need for improvements in reading, science, and math (See Table 1).

Poverty plays a role in educational attainment, and the targeted districts have a high proportion of students living in adverse situations, as the data in Table 1 indicate. The powerful impact of poverty on literacy development has been well documented. Children of poverty, in addition to the obvious problems they face, have very little access to reading material; they have fewer books in the home, inferior public libraries, inferior school libraries, and inferior classroom libraries (e.g., Duke, 2000; Neuman and Celano, 2001). This means that they have fewer opportunities to read, and therefore make less progress in developing literacy.

Another indication of need is the KIDS COUNT data for New Mexico. These data examine child-centered conditions in four domains: economic well-being, education, health, and family and community. The premise of KIDS COUNT is that events children experience in childhood are carried with them for the rest of their lives. The data shows that the state of New Mexico is not ensuring adequate opportunities for children to thrive and succeed. New Mexico ranks 50th in the nation in overall child well-being in 2020. New Mexico is 49th in economic well-being, and in 2020, New Mexico fell to 50th place in education. Although the state has

made gains in the health area and is 41st in this domain, it remains 48th in the family and community domain. While Colorado fared far better than New Mexico on all indicators, they still rank 26th in the health area, which reminds us that good health is fundamental to their overall development, and ensuring that kids are born healthy is the first step toward improving their life chances. Exposure to violence, family stress, inadequate housing, lack of preventive health care, poor nutrition, poverty, and substance abuse undermine children's health. Poor health in childhood affects other critical aspects of a child's life, such as school readiness and attendance, and can have lasting consequences on their future health and well-being.

On the annual National Quality Counts measures, New Mexico finished 50th and earned an overall grade of D. New Mexico earns a D+ in the Chance-for-Success category, and ranks 50th, compared to the average national rating of C+. In the 2019 K–12 Achievement Index, New Mexico finished 50th with a grade of D-. Furthermore, students with disabilities continue to struggle, with 26.9% of New Mexico special education students dropping out in 2019, practically unchanged from 2015. Colorado finished 23rd among the 50 states and the District of Columbia, with an overall score of 75.2 out of 100 points and a grade of C. Of the 181,803 students from the 20 high-need LEA(s) impacted by the grant, there are 45 schools, and all serve a predominantly Native American and/or Hispanic population.

The ethnic composition of the participating school districts represents a large ethnic population with the majority of students from Hispanic or Native American origins. Free and reduced lunch data percentages for the participating LEA(s) combine for an average of 80% eligibility, and all 20 districts qualify as high-need LEAs per grant criteria. All schools within these districts are high-need schools based on free and reduced lunch percentages. (See the checklist in the appendices.)

Colorado and New Mexico education systems face critical teacher shortages as the number of qualified teachers continues to decline among rural, impoverished districts. Unfortunately, these shortages have resulted in teachers placed in special education and secondary science and mathematics classrooms with limited or no training. One of the most difficult instructional areas for staff is Special Education. The average turnover rate in Special Education in New Mexico is 27%.

Table 1. Student Proficiency Data for Targeted Districts

District	Poverty %*	Free/Reduced Lunch	Ethnicity	% English Language Arts Proficiency†	Mathematics Proficiency†	Science Proficiency†
Colorado						
Alamosa Schools	24.1%	63.1%	71%	34%	20%	21%
Archuleta Schools	20.%	50%	47%	29%	33%	38%
Mancos Schools	22.7%	56%	27%	N/A	N/A	N/A
Monte Vista Schools	27%	70%	73%	24%	12%	13%
Montezuma-Cortez Schools	31%	58%	52%	31%	25%	25%
North Conejos Schools	23%	57%	53%	54%	32%	48%
South Conejos Schools	33%	79%	92%	0%	0%	0%
Sierra Grande Schools	32%	90%	79%	25%	20%	15%
New Mexico						
Dulce Schools	28%	100%	99%	16%	3%	12%
Espanola Schools	25%	100%	94%	29%	10%	23%

District	Poverty %*	Free/Reduced Lunch	Ethnicity	% English Language Arts Proficiency†	Mathematics Proficiency†	Science Proficiency†
Grants Schools	32%	100%	87%	33%	16%	32%
Las Vegas City Schools	28%	87%	93%	35%	17%	36%
Mesa Vista Schools	31%	100%	89%	31%	3%	27%
Pecos Schools	19%	100%	92%	34%	11%	23%
Peñasco Schools	35%	99%	91%	39%	12%	30%
Questa Schools	34%	99%	84%	33%	14%	30%
Raton Schools	27%	100%	69%	37%	16%	49%
Santa Rosa Schools	27%	99%	95%	42%	15%	32%
Springer Schools	20%	99%	69%	48%	8%	8%42%
West Las Vegas Schools	42%	99%	89%	31%	14%	34%

*SAIPE, 2016

†

State assessment data indicates a 9.48% proficiency level in reading for identified SPED students and a 6.11% proficiency level in math for qualifying districts in the Partnership. These data indicate a need for strong teachers who are able to differentiate instruction to meet students' diverse needs and manage casework effectively, as well as leaders who will ensure continual growth in all student populations.

Colorado also struggles with teacher shortages in the areas of special education, secondary science, and mathematics education. Colorado loses approximately 15% of new classroom teachers in their first 5 years, and about a third of Colorado educators will be eligible for retirement in the next five years. Additionally, rural districts continue to have difficulty in recruiting and retaining teachers in historically hard-to-staff endorsement and licensure areas such as math, science, and special education. Upwards of 5,000 annual openings across districts and an additional 100 or more around the state, end up going completely unfilled during the year and are filled by Emergency authorized educators or long-term substitutes. Science and math educators, as well as special education teachers, teachers of color, and specialists like audiologists, are in high demand in Colorado (Colorado Department of Education, 2017).

The Partnership represents an array of educational resources that will allow the *SWTQP* to combine quality planning and management with access to significant services while serving a broad cross-section of schools and students in both Colorado and New Mexico. These identified education systems face critical teacher shortages as the number of qualified teachers continues to decline among rural, impoverished districts. Shortages have resulted in unqualified teachers being placed in SPED classrooms with limited or no training with students being directly impacted. There are limited incentives to offer education professionals to work in locations that

are depressed and remote. Current circumstances offer little hope that local districts will be able to effectively meet this demand.

These data, collectively, indicate a critical need for teachers who can differentiate instruction to meet students' diverse needs and manage casework effectively. To meet this need, Colorado and New Mexico need improved teacher preparation and induction services established by a partnership of IHEs, school districts, and education support organizations.

The realization that both Colorado and New Mexico have a critical need for a stronger preparation program is the basis for the *SWTQP* project design, with goals, objectives, and activities that focus on: 1) institutional collaboration through coursework and support, 2) pre-service teacher residencies, 3) expanded professional development and training, 5) mentoring and coaching, 6) clinical experiences, including a small-group practicum component, and 7) extended support beyond pre-service experiences, which includes the districts' induction programs. The relevant research, program components, and justification for addressing the extensive need for teacher development makes a strong case for the *SWTQP* project design.

- (ii) *The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.*

The project has articulated three goals, with accompanying objectives and appropriate measures to ensure the coordination of all components and accountability for meeting implementation targets and outcomes. Each goal is described in detail below.

Goal 1: Establish, increase collaboration, and sustain a Partnership of professional educators from IHEs and LEAs to develop and implement teacher residency programs that impact high-need school districts in Colorado and New Mexico.

Objective 1.1: Identify and select representative members from the SWTQP partnership to join the Three Rivers Education Advisory Council and to meet on a quarterly basis.

Performance measure 1.1.1: By November 2020, the advisory council will appoint a representative from the 3RIVTQP partnership, as reflected in the council minutes and in the annual meeting schedule.

Performance Measure 1.1.2: By January 2021, a schedule of quarterly meetings is in place with a one-year action plan ready for deployment.

Objective 1.2: Conduct PDS work sessions (monthly in year 1, bi-monthly thereafter) with partners and program staff for implementation of the *SWTQP*.

Performance Measure 1.2.1: By November 2020, the PDS group shall be organized consisting of representatives from: the LEAs, ENMU, Three Rivers Education Foundation, and *SWTQP* principal investigator and executive coordinator. Guidelines, expectations, and responsibilities for the group will be established and agreed upon as an outcome of the meeting, as reflected in the meeting minutes.

Performance Measure 1.2.2: By December 2020, the PDS group will begin a review of information about the residency, description of master's course of study, professional development needs, recruitment plan, and other relevant information, as part of the *SWTQP* initiative to reform the teacher preparation program.

Goal 2: Provide a residency program in high-need LEAs for 75 future teachers in special education and secondary mathematics.

Objective 2.1: Recruit and select 75 participants through a rigorous selection process for the teaching residency component and acceptance into the master's degree program component.

Performance Measure 2.1.1: By November 2020, recruitment will begin through notices in collaboration with contacts in colleges of education at IHE(s), participating LEA(s), and among other stakeholders. A promotion video explaining the *SWTQP* residency and the application and process will be available online and via social media/email to potential participants.

Performance Measure 2.1.2: By January 2021, and annually thereafter, 15 participants for a total of 75 participants will be enrolled in the program as a result of meeting the required criteria as identified in the recruitment plan. Outcome measures will be the signed agreements for participation. **Objective 2.2:** To provide a teaching residency opportunity and a graduate degree program in Special Education and Secondary Science and Mathematics.

Performance Measure 2.2.1: Within two years of starting residency, 95% of Special Education and Secondary Mathematics Education participants will graduate from a master's degree program, pass 100% of state teacher exams and obtain a teaching license. Teacher Education plans will monitor progress toward completion. (GPRA 1, 2).

Performance Measure 2.2.2: 100% of program participants enrolled in the post-secondary program that did not graduate will persist into the next program period. Teacher Education plans will be used to monitor progress. (GPRA 3).

Objective 2.3: To provide 75 Special Education and Secondary Mathematics Education teacher residents and mentor teachers with high-quality professional development conducted by program staff, LEA personnel, and IHE faculty from the Arts and Science and SPED departments.

Performance Measure 2.3.1: Conduct an initial and annual needs survey of residents and mentor teachers and administrators to inform the development of professional development plans tailored for participants in each district. The initial plans for each cohort will be developed no later than January 2019, and they will be updated annually.

Performance Measure 2.3.2: By November 2020 and annually thereafter, 100% of participants by cohort will attend monthly trainings as measured by pre/post Concerns Based Adoption Model (CBAM)^{xxvi} results, evaluation of PD events, agenda and attendance records.

Performance Measure 2.3.3: Professional development plans are deployed on schedule as measured by services logs and event evaluation results.

Objective 2.4: Provide research-based coaching and mentoring support for 75 teaching residents.

Performance Measure 2.4.1: Cohort of residents will participate in weekly coaching sessions as measured by completion of a collaborative assessment log focused on teaching competencies rubric.

Goal 3: Retain and support participating teachers during a two-year induction program.

Objective 3.1: In collaboration with LEA(s) and ENMU, provide two years of research-based mentorship and induction support for novice teachers.

Performance Measure 3.1.1: 100% of novice teachers will participate in PD events and coaching, as measured by the completion of a collaborative assessment log focused on teaching competencies.

Performance Measure 3.1.2: After completion of one year of teaching, 80% of participants will remain with the LEA of initial employment as verified by personnel records. (GPRA 4)

Performance Measure 3.1.3: After completion of three years of teaching, 80% of participants will remain in high-need partner LEAs as verified by employment records. (GPRA 5)

Objective 3.2: Measure student learning outcomes by comparing state and local assessments, and short-cycle skills-based Reading, mathematics, and science assessment results for novice teacher participants' students to non-participant teachers' students. *Performance Measure 3.2.1:*

After completion of one year of teaching, 70% of participants' scores on local and state assessments will equal or exceed those of the comparison group. (Optional GPRA 6)

- (iii) *The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.*

The *SWTQP* contains **seven exceptional and unique components**. First, in the targeted service area, no other IHE is offering intensive, year-long teaching residencies, nor do they offer the level of support being offered through this proposal to ensure participants remain in the teaching fields. As part of their program experience, teaching residents will have ongoing support from coaches and exposure to participating in professional learning communities that provide forums for examining student data with relevant intervention strategies to address deficit areas. Second, the *SWTQP* establishes and expands clear criteria for mentor teachers (known as “cooperating teachers” in traditional programs). Criteria include a recommendation from the site principal documenting that the mentor teacher candidate is well-versed in planning, preparation, providing engaging instruction on an analysis of data for student gains, is experienced in collaborating with colleagues to improve instruction, and has training and experience aligned with ENMU coursework that promotes student achievement. The mentor teacher will receive a stipend from grant funding to support their mentorship of the teacher resident, as well as the opportunity to refine and advance leadership skills. Third, the concept of total immersion through a 12-month teaching residency with a mentor teacher is a novel approach for Colorado and New Mexico schools, in which the resident participates in all experiences of a classroom teacher for an extended time period. These experiences include the following:

- Professional development with peer teachers in learning strategies, pedagogy and implementing core curriculum, involvement with PLCs, preparing for and participating in IEPs;
- Administering assessments;
- Student supervision during recess or before/after school; and
- Working with parent/community relations, discipline, extra-curricular activities, safety, understanding district policies and procedures, scheduling, and time management.

Fourth, residents will engage in two practica in which they work intensely with small groups of students, during which they have the opportunity to learn and apply instructional strategies, learn to interpret student data to inform instruction, and refine their understanding of reading, mathematics content, and instruction. The first practicum will focus on reading instruction, and the second practicum will focus on mathematics, with an emphasis on using coding as a strategy to explore mathematical concepts and applications. Fifth, creating a partnership of participating districts and the IHE to address teacher education reform is unique to Colorado and New Mexico. This will be the first time a PDS will collaborate to analyze student and teacher results and to make recommendations to improve teacher preparation programs at IHEs and strengthen ongoing support within schools. Sixth, note that while current education programs from participating IHEs include technology components, greater emphasis on technology for isolated, rural school settings, and for delivery of professional development will be a hallmark of the *SWTQP*. ENMU will take the lead to provide online graduate-level coursework to participants, and program staff will utilize online technologies and other tools, as necessary, for communications and collaboration. All *SWTQP* instructors and coaches will be responsible for setting the example using technology-enhanced delivery of information and content. This will

include Padlet, which is a form of online bulletin that facilitates collaboration and access to online resources, content, and tools that can be used to enhance instruction and deepen students' (and teachers') understanding of content. Seventh, the use of Cognitive CoachingSM will strengthen and sustain productive interactions among colleagues, promote deep reflection of practice, and contribute to a more successful induction process.

- (iv) *The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.*

Systemic change can occur throughout the evolution of this project in teacher training, hiring, and induction. Resident teachers will be recruited to serve in classrooms working in realistic settings with real students alongside mentor teachers who have proven records of achievement with students who have challenges achieving academic success. Candidates for the resident teacher positions will come from persons with strong academic backgrounds and dynamic skills in human relations. School districts will have the opportunity to observe these characteristics before the prospective teacher enters the classroom for the first time. This will bring a new emphasis on sustained higher education involvement with a university faculty member being involved in new teacher development over a period of three years. The residency will reflect the day-to-day responsibilities participants face. The resident will have the opportunity to be mentored by the master teacher and be coached by the IHE liaison and staff coaches.

The university will have the opportunity to use the evaluations from this program to make adjustments in their own educational processes. With the IHE liaison making routine visits to the classrooms of participants, they will be able to coordinate their own research-based instruction

with conditions they observe in a real classroom setting. The IHE liaison will become a learner as well as a teacher.

This project allows the residents to work directly with a successful master teacher for one year and be supported for an additional two years as they become teachers. The extended collaboration with university personnel will prepare teachers ready to produce new and significant results with high-needs students. The residents will have the opportunity to try out new ideas with small groups of students sharpening their skills and passion to reach students and become the inspirational teachers that transform student lives.

As the residents experience the daily responsibilities of working with students, they can tailor individual programs that will result in increased student achievement. The embedded professional development for the resident "...derives from the assumption that learning is essentially a collaborative rather than an individual activity—that educators learn more powerfully in concert with others who are struggling with the same problems—and that the essential purpose of professional development should be the improvement of schools and school systems, not just the improvement of the individuals who work in them. Embedding these practices in daily routines can lead to systemic change and improvement.

B. Quality of the Project Evaluation

- (i) *The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes*

The evaluation meets the WWC Design Standards with Reservations to ensure the study design provides a moderate level of evidence of effectiveness. The project includes valid and reliable outcome measures for the program that meet the outcome measurement standards defined by the WWC Procedures and Standards Handbook, Version 3.0. Data collected on

teacher participants will include progress in master's program course of study, Masters' Program completion, residency completion, licensure attainment, teacher of record documents, induction participation, and participants' students' assessment results with comparison to non-participant data. Student assessment data used by the Colorado and New Mexico Public Education Departments are valid and reliable measurements (e.g., PARCC, short-cycle assessments). The measures and tools, and associated analysis methodologies, are directly tied to the outcomes and the GPRA measures to ensure validity. The evaluation consists of process measures, as well as proximal and distal impact measures. For the process measures, descriptive data will be used to evaluate program fidelity. For the impact measures, the evaluation plan is a quasi-experimental design with matched comparison classrooms. Evaluators will conduct all comparisons using statistical adjustments to ensure baseline differences among study populations, in accordance with WWC Standards. Further, the evaluation will utilize within and between comparisons. The within comparison will consist of tracking the variables of interest (e.g., participant training and experience, teacher content knowledge, teacher instructional effectiveness, and classroom-level student achievement) longitudinally across the life of the grant with the participating teachers, and their associated students, serving as their own control group in an analysis of change over time. Data on student achievement for matched student groups in participating teachers' and non-participating teachers' will also be compared to determine whether student achievement results in these two populations differ significantly. Evaluators will collect 2021-220 state and local, short-cycle assessment student achievement data to establish a baseline prior to the implementation and will examine the overall impact of the program implementation in teachers' participants' classrooms as compared to those changes to non-participating teachers' classrooms.

- (ii) *The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project*

The purpose of the project is to improve student achievement by improving the preparation of new teachers, holding IHE(s) accountable for improving teacher preparation programs, while recruiting highly qualified individuals, including minorities and individuals from other occupations, to enter the teaching profession. The *SWTQP* will achieve these outcomes through a partnership with ENMU, 20 LEAs, and the Foundation to: (1) implement an extended teacher residency and improved induction support program and (2) inform improvements in IHE teacher education preparation programs at the higher education and state level.

The program evaluation addresses the requirements in section 204(a)—accountability and evaluation—of the Higher Education Act (HEA). This information will be obtained through coaching contacts, surveys of recruits, and employment records.

Evaluation Measures as per section 204(a) of the Higher Education Act	
Objective	Measure
Objective 1: Measure achievement for all prospective and new teachers, as measured by the eligible partnership	Measure 1.1: 85% of new teachers will be determined as effective as measured by: data on students’ test scores, annual teacher evaluations, the percentage of teachers who teach high-need subject areas, high-need schools, teachers integrating technology, persistence, specialized instruction, and other relevant data.
Objective 2: Teacher retention in the first three years of a teacher’s career.	Measure 2.1: 85% of participants hired as teachers of record will remain in teaching for at least three-years from date of hire. Data will be collected from each LEA and participant to verify retention.
Objective 3: Improvement in the pass rates and scaled scores for initial State certification	Measure 3.1: At least 85% of teacher candidates will meet or exceed the state

<p>or licensure of teachers.</p>	<p>licensure exam standards and 100% of program completers will pass state licensure exams. A copy of the assessment report will be collected from each participant.</p>
<p>Objective 4: The percentage of teachers who meet the applicable State certification and licensure requirements for those hired by the high-need LEA participating in the eligible partnership.</p>	<p>Measure 4.1: 90% of program completers will meet all applicable state certifications and licensure requirements. Information will be collected from the state licensure database to ensure accuracy.</p>
<p>Objective 5: The percentage of teachers who meet the applicable State certification and licensure requirements who are members of underrepresented groups.</p>	<p>Measure 5.1: Approximately 50% of program completers that meet all licensure requirement will be members of underrepresented groups including ethnic minorities representative of the population of the state of NM and CO as measured by participant documentation.</p>
<p>Objective 6: The percentage of teachers who meet the applicable State certification and licensure requirements for certification hired by the high-need LEA who teach high-need academic subject areas (such as reading, mathematics, science, and foreign language, including less commonly taught languages and critical foreign languages).</p>	<p>Measure 6.1: 100% of program completers will become teachers of record for high-need academic subjects as measured by LEA employment records and teacher reports.</p>
<p>Objective 7: The percentage of teachers who meet the applicable State certification and licensure requirements hired by the high-need LEA who teach in high-need areas (including special education, language instruction, educational programs for limited English proficient students, and early childhood education).</p>	<p>Measure 7.1: 50% of all program completers will become teachers of record in the specific high-need areas in objective 7.</p>
<p>Objective 8: The percentage of teachers who meet the applicable State certification and licensure requirements for certification hired by the high-need LEA who teach in high need schools, disaggregated by the elementary and secondary school levels.</p>	<p>Measure 8.1: Of all program completers that become teachers of record 50% will be at the elementary level and 50% at the secondary level as measured by employment records and teachers report.</p>
<p>Objective 9: The percentage of early childhood education program classes in the geographic area served by the eligible partnership taught by early childhood education who are highly competent.: N/A</p>	

<p>Objective 10: The percentage of teachers trained – (i) To integrate technology effectively into curricula and instruction, including technology consistent with the principles of universal design for learning; and (ii) To use of technology effectively to collect, mange, and analyze data to improve teaching and learning for the purpose of improving student achievement.</p>	<p>Measure 10.1: 100% of program completers that are teachers of record will receive training on technology integration and data collection, management, and analysis via technologies as measured by documentation of trainings attended, classroom observations logs from coaches and teacher evaluation information from principals.</p>
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The project evaluation will focus on five overarching questions: (1) To what extent are qualified participants recruited, selected, and retained in the *SWTQP* project, including what percentage of participants persisted during the 18-month period to complete initial licensure, advanced licensure, and master’s degree requirements? (2) What was the quality of the coursework and professional development, and did the residency process, professional development, and IHE preparation programs prepare residents to pass the NMTA and become successful teachers of record in a high-need, rural public-school classroom? (3) What percentage of new teachers of record are retained in rural high-need schools for a minimum of three consecutive years after completing the residency program? (4) Did the induction support process improve the retention rate and teaching quality of participating new teachers? (5) How do achievement rates for participating teachers’ students compare to the rates for non-participating teachers’ students? The evaluation will employ a mixed methodology design to collect quantitative and qualitative data on the program participants. The mixed-methodology design allows for the use of multiple data collection and analytical strategies that lead to deeper understanding and more robust findings than either approach alone. The evaluation plan is a quasi-experimental design that compares data on participating teachers with comparable data on non-participating teachers, as well as longitudinal analysis to examine changes over time in the

study population. The research questions, with associated measures and methodologies, are described below.

1. To what extent are qualified participants recruited, selected, and retained in the <i>SWTQP</i> project, including what percentage of participants persisted during the 18-month period to complete initial licensure, advanced licensure, and master’s degree requirements?				
Data Sources	Collection Time Period	Analysis Method	Person Responsible	GPRA Connection
Account of recruitment activities conducted each academic year	Annually	<ul style="list-style-type: none"> # of activities conducted # of follow up communications with each prospective candidate Correlation between recruitment activity and # of enrolled candidates 	Recruiter, Program Staff, Evaluator	GPRA 1&2: Certification
Recruitment database of prospective candidates	Semi-Annual	<ul style="list-style-type: none"> Total # of people recruited and selected Total # of candidates enrolled % of candidates retained during coursework 	Program Staff, Evaluator	GPRA 1&2: Certification
Project enrollment data (e.g.,	Semi-Annual	<ul style="list-style-type: none"> Pre/post analysis of <i>SWTQP</i> Partnership enrollment data 	Program Staff, Evaluator	GPRA 1&2: Certification

applications received, number of persons selected, etc.) including application and selection information		(beginning of school year and end of school year)		GPRA 3: Persistence
Participant course performance data, including course grades	Per IHE semester	<ul style="list-style-type: none"> • Mean cumulative grade point average of candidates • Mean cumulative average score on key assessments 	Program Staff, Evaluator	GPRA 1&2: Certification
Teacher licensure test scores for each participant	Based on assessment schedule	<ul style="list-style-type: none"> • Total # of participants passed • Disaggregated test score data by subset • Aggregated test score data 	Program Staff, Evaluator	GPRA 1&2: Certification
University transcripts	Per IHE semester	<ul style="list-style-type: none"> • Percent of participants who receive master's degree 	Program Staff, Evaluator	GPRA 1&2: Certification
Application receipt records; Public Education Department (PED)	Annually, Years 1 – 5	<ul style="list-style-type: none"> • Number of initial licensure applications submitted to PED • Number and percentage of 	Program Staff, Evaluator	GPRA 1&2: Certification

licensure database		participants who receive initial license		
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2. What was the quality of the coursework and professional development, and did the residency process, professional development, and IHE preparation programs prepare residents to pass the Praxis teacher assessments and become successful teachers of record in a high-need, rural public-school classroom?

Data Sources	Collection Time Period	Analysis Method	Person Responsible	GPRA Connection
Survey data focus group data, Praxis records, teacher evaluation results	Annually	<ul style="list-style-type: none"> Distribution analysis of survey data Thematic coding and aggregation of qualitative data Praxis pass/fail rate analysis 	Program staff, Evaluator	GPRA 3: 1-Year Persistence
Classroom observation data, principal evaluations, IHE clinical experience observation data	Ongoing	<ul style="list-style-type: none"> Thematic coding and aggregation of qualitative data Two-tailed t-chart of change over time in quantitative observation data 	Program staff, Evaluator	GPRA 3: 1-year Persistence GPRA 6: Student Learning
Data from semi-structured interviews with mentors and	Annually	<ul style="list-style-type: none"> Thematic coding and aggregation of qualitative data 	Evaluator	GPRA 1&2: Certification

coaches about preparedness				GPRA 6: Student Achievement
Surveys, focus group data, contact logs	Semi-annually, Years 1 – 5	<ul style="list-style-type: none"> • Ratings (means, percentages) • Thematic analysis of qualitative data • Correlation of findings to level of support 	Evaluator	GPRA 1&2: Certification

3. What percentage of new teachers of record are retained in rural high-need schools for a minimum of three consecutive years after completing the residency program?				
Data Sources	Collection Time Period	Analysis Method	Person Responsible	GPRA Connection
School Personnel Records	Annually	<ul style="list-style-type: none"> • Number and percentage of participants employed at the end of the first year 	Program Staff	GPRA 4: 1-Year Employment Retention
School Personnel Records	Annually	<ul style="list-style-type: none"> • Number and percentage of participants employed at the beginning of each participant’s second year of employment 	Program Staff	GPRA 4: 1-Year Employment Retention

School Personnel Records	Annually, years 2–5	<ul style="list-style-type: none"> Number and percentage of participants employed at the beginning of each participant’s third year of employment 	Program Staff	N/A
School Personnel Records	Annually, years 2–5	<ul style="list-style-type: none"> Number and percentage of participants employed at the beginning of each participant’s fourth year of employment 	Program Staff	GPRA 5: 3-Year Employment Retention

4. Did the induction support process improve the retention rate and teaching quality of participating new teachers?				
Data Sources	Collection Time Period	Analysis Method	Person Responsible	GPRA Connection
Principal Survey	Years 2–5	<ul style="list-style-type: none"> Distribution 	Evaluator	GPRA 6: Student Learning
Semi-structured interviews with new Teachers of Record, School	Years 2–5	<ul style="list-style-type: none"> Thematic coding and aggregation of qualitative data 	Evaluator	GPRA 6: Student Learning

Leaders, Mentors				
Professional development event evaluation forms	Years 1–5	<ul style="list-style-type: none"> Percentage of novice teachers participating in workshops Number of workshops participants attended 	Staff	GPRA 6: Student Learning
Personnel records for participants and non-participating new hires	Years 2–5	<ul style="list-style-type: none"> T-chart of retention rates among participant and non-participant groups of new hires 	Staff	GPRA 4 & 5: Retention
Teacher evaluation findings per teaching domain	Years 2–5	<ul style="list-style-type: none"> Comparison of participants’ and comparable non-participants’ evaluation ratings after their first, second, and third years of teaching 	Staff	GPRA 6: Student Learning

5. How do achievement rates for participating teachers’ students compare to rates for non-participating teachers’ students?				
Data Sources	Collection Time Period	Analysis Method	Person Responsible	GPRA Connection

State and local achievement data	Years 2 - 5	<ul style="list-style-type: none"> • T-test and regression analyses of comparable students' assessment data in classrooms of participants and non-participants* 	Evaluator	GPRA 6: Student Learning
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* **Note:** Evaluators will use Propensity Score Matching (PSM) to match residency teachers with non-residency teachers in the same grades and subject for comparison purposes in a quasi-experimental design.

Efficiency Measure. The cost per completer will be available by the end of the funding period. Findings will be formally disseminated through the annual performance reports, an Interim Program Report at the conclusion of the third funding year, and a final evaluation report at the conclusion of the fifth funding year. Data will be informally disseminated and regularly to the PI, Executive Coordinator, staff, Partnership members, and the Advisory Council to inform changes as needed to support the achievement of program objectives. Project staff will prepare a white paper of findings at the conclusion of the project for dissemination to leadership within colleges of education, the NM Commission on Higher Education, the CO Commission on Higher Education, Colorado Association of School Executives, NM Coalition of Educational Leaders, and LEA leadership as part of a broader initiative to improve preparation and induction services for new teachers.

C. Adequacy of Resources

- (i) *The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization*

Three Rivers Education Foundation, Inc., a 501(c)3 non-profit regional organization, serves as the lead applicant and fiscal agent. The organization is fully staffed with a business office and Chief Financial Officer with a master’s degree in accounting who manages payments and budgeting requirements for this project. TREF carries liability insurance and meets state and federal annual audit requirements and all fiscal management requirements for federal and state grant and program management. Three Rivers Foundation is firmly committed to the *SWTQP* and the development of this needed teacher residency model for the identified high needs school districts in Colorado and New Mexico.

As such, TREF will devote a number of resources, including staff time, evaluation support, office space, supplies, subscriptions, and a field office to the project to ensure its success. The highly experienced Field Director and Coach will work closely with the *SWTQP* project team. As the Budget Narrative describes, TREF has provided a number of resources as a match to ensure the project has adequate support. Without these in-kind resources, the project could not operate at the scale needed to support 75 teachers to complete their master’s degree coursework, complete their residency, and be placed in high need schools. As the lead, TREF is highly committed to bring *SWTQP* to fruition and create a replicable, scalable model for Texas and beyond. Resources include some of the following *SWTQP Annual Commitments*:

Three Rivers Executive Director	Director = \$100,000 x 5% of time for TQP = \$5,000	\$5,000		
	Director = \$100,000 x 5% of time for TQP = \$5,000 x 45% fringe = \$2,250		\$2,250	\$7,250
Three Rivers Financial Officer	CFO: \$90,000 x 5% of time for TQP = \$4,500	\$4,500		
	CFO: \$90,000 x 5% of time for TQP = \$4,500 x 45% fringe = \$2,02		\$2,025	\$6,525
SWTQP Project Director	PED: \$100,000 x 50% of time = \$50,000 - in kind	\$50,000		

	PED: \$100,000 x 50% of time for TQP = \$50,000 x 45% fringe = \$22,500		\$22,500	\$72,500
Central Office Technical and Clerical Support	Tech/Clerical: \$50,000 x 20% time for assistance to TQP - \$10,000	\$10,000		
	Tech/Clerical: \$50,000 x 20% time for assistance to TQP - \$10,000 X 45% fringe = \$4,500		\$4,500	\$14,500
Partner Mtgs (5 per annum)	3Rivers Director (\$3,111), 3 Rivers CFO \$2,719), 3 University Reps. (\$9,334), 1 District Rep. (\$4,229) = \$19,393	\$19,393		
	3Rivers Director (\$3,111), 3 Rivers CFO \$2,719), 3 University Reps. (\$9,334), 1 District Reps. (\$4,229) = \$19,393 x 45% fringe = \$8,727		\$8,727	\$28,120
University Internal Review	4 Staff x 12 days (4 days per semester X 3 semesters) x \$750 per day x 3 Universities = \$108,000	\$108,000		
	4 Staff x 12 days (4 days per semester X 3 semesters) x \$750 per day x 3 Universities = \$108,000 x 45% fringe = \$48,600		\$48,600	48,600

(ii) *The extent to which the budget is adequate to support the proposed project.*

The five-year funding request of \$7.4M along with the cost-share of \$7.4M equals a total cost of \$14.8M for the proposed service and research, which equates to **\$81 per student** in the participating districts. The detailed goals, objectives, and outcomes anticipate 75 new special education, secondary mathematics or science education teachers will be school-based team members as partners in schoolwide transformation. The costs for the *SWTQP* are reasonable, given that this project will help to: (1) improve teacher preparation programs; (2) improve district induction programs; (3) increase teacher effectiveness; (4) improve student achievement in math and science education; (5) improve instruction for students with limited English proficiency (EL) and special needs; and (6) improve teacher retention rates (3-year).

(iii) *The extent to which costs are reasonable in relation to the objectives, design, and potential significance of the proposed project*

The SWTQP project will improve the special education and math and science content knowledge and pedagogy of 75 teachers. Through licensure coursework and induction support

we expect to increase the retention of math, science, and special education teachers. To build capacity and yet provide sufficient and high-quality support for sustained instructional improvement, the proposed project builds in strong support to an important existence proof of implementing high-quality PD in a cost-effective and sustainable manner. Distance technologies are used to reduce face-to-face hours required for interactions, which reduces travel time. We will have the capability to capture video of teachers and use virtual meetings to engage in reflective conversations. Finally, in determining the reasonableness of costs, we have to consider what the costs are to students, school districts, our state, and our nation if we do not do this work. The research is clear. The quality of the teachers in our schools is the most important school-based factor in student achievement (Cochran-Smith et al., 2015; Darling-Hammond, 2008).

The impact of the proposal is far greater than the number of teachers prepared, licensed, and supported. As noted in letters of support the *SWTQP* proposal is considered essential in helping to meet our nation's most critical teaching shortages, not only in our partner LEAs, but also as a model for expanding residency programs throughout the nation. The strong financial commitment of our LEAs, and Eastern New Mexico University to a shared investment model ensures that the work funded through *SWTQP* will continue after federal funds end.

- (iv) *The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., State educational agencies, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.*

Three Rivers Education Foundation, Inc., (TREF) a 501(c)3 non-profit regional organization, serves as the lead applicant and fiscal agent. TREF is fully staffed with a business office and CFO with a master's degree in accounting who manages payments and budgeting requirements for this project. Three Rivers carries liability insurance, and it meets state and federal annual audit requirements and all fiscal management requirements for federal and state grant and program management. The foundation has the operational staff, facilities, and resources to implement the project. The Foundation was established in 2008 and successfully managed two multi-state, multi-year Innovative Approaches to Literacy programs and a Carol White Physical Education program in New Mexico with total funding in excess of \$18M, and currently manages two High School Equivalency grant programs in New Mexico, Arizona, and Texas with a total funding in excess of \$10M dollars. The Foundation leadership and governing council are fully committed to supporting the *SWTQP* application and t.

D. Quality of the Management Plan

- (i) *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

Specific details for *SWTQP* activities, responsibilities, timelines, milestones, and outcomes are found in the work plan below. The logic model is also available in the appendices. **Goal 1: Establish, increase collaboration, and sustain a Partnership of professional educators from IHEs and LEAs to develop and implement a teacher residency program that impacts high-need schools.**

<p>Work Plan, Objective 1.1: Identify and select a representative member from the <i>SWTQP</i> partnership to join the Three Rivers Education Advisory Council and to meet on a quarterly basis</p>			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity. 1.1.1: Request recommendations from partnership for a representative to the council	PDS meeting minutes	November 1, 2020	Director, Executive Coordinator
Activity. 1.1.2: Advisory council reviews the recommendation and appoints the representative	Advisory council meeting minutes	December 2020, first meeting of the council	Director, Executive Coordinator
Activity. 1.1.3: Confirm representative appointment to the advisory council	Contact logs	December 2020, first meeting of council	Director, Executive Coordinator
<p>Work Plan, Objective 1.2: Conduct PDS work sessions (monthly in year 1, bi-monthly thereafter) with partners and program staff for implementation of the <i>SWTQP</i>.</p>			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 1.2.1: Solicit representatives from districts and IHE partners to participate in the PDS.	Member list with contact information generated	October 15, 2020	Director, Executive Coordinator
Activity 1.2.2: Contact participants, establish meeting schedule and conduct meetings.	Meeting minutes indicate participation by partners, published schedule	November 1, 2020 then ongoing	SWTQP Staff
Activity 1.2.3: Work with partners to	Guidelines in place and distributed	Complete by Dec, 15, 2020	PDS

establish implementation guidelines			
Activity 1.2.4: Meet bi-monthly to review program implementation and fidelity.	Work plans reflect implementation.	Ongoing, Jan. 2021 – project end	PDS
Activity 1.2.5: Implement action plan applicable to grant initiatives.	Grant components implemented on time, annual reports	Ongoing, Jan. 2021 – project end	Program staff and Partnership representatives
Outcome: PDS collaborates to identify needs, provide supports and resources, to design and implement an effective teacher residency and induction program.			

Goal 2: Provide a residency program in high-need LEAs for 75 future teachers in special education and secondary mathematics or science.

Work Plan, Objective 2.1: Recruit and select 75 participants through a rigorous selection process for the teaching residency component and acceptance into the master’s degree program component.			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 2.1.1: Review recruitment plan and scope of work.	meeting minutes indicate the review	Nov. 30, 2020	PDS
Activity 2.1.2: Develop recruitment channels, e.g., web site, FaceBook account, video, printed flyers, posters, brochures.	Fully functional web site; printed materials, etc.	Nov. 30, 2020	Executive Coordinator and Staff

Activity 2.1.3: Establish online application system.	Completed application packet available online & disseminated	Nov. 2020	Executive Coordinator & Staff
Activity 2.1.4: Applications reviewed, interviews conducted, and residents selected	Established contracts with participants	Jan. 2021, per semester	Staff
Outcome: Interview committee records, recruit database reflective of nine individuals annually through 2025. Measured by list of contracted participants.			
Work Plan, Objective 2.2: To provide a teaching residency opportunity and a graduate degree program in Special Education and Secondary Mathematics or Science Education.			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 2.2.1: Establish application process for mentor teachers.	Mentor teachers identified with proper agreements	Jan. 2021	Staff & LEA representatives Partnership
Activity 2.2.2: Pair participants with Mentor Teachers.	Matching completed	Jan. 2021	Supervisor & LEA reps.
Activity 2.2.3: Provide living wage for teacher residents and stipend for mentor teachers.	Distribute & track, funds and activities	Jan. 2021	Executive Coordinator and Staff Coaches
Activity 2.2.4: Evaluate and collect data on teacher residency.	Summary from coaches & IHE liaison	Ongoing after May 2021	Evaluator, staff, Executive coordinator

<p>Activity 2.2.5: Monitor completion of university Degree Plan and licensure assessments.</p>	<p>Residents’ plans on file</p>	<p>January 2021, ongoing per cohort</p>	<p>Executive coordinator, coaches, University Advisors</p>
<p>Outcome: Measured by successful completion with 100% recruits demonstrating improved teacher instruction and organizational skills as reported through collaborative assessment logs, 95% obtaining a master’s degree and appropriate licensure. (GPRA).</p>			
<p>Work Plan, Objective 2.3: To provide 75 Special Education and Secondary Mathematics and Science teacher residents and mentor teachers with high-quality professional development conducted by program staff, LEA personnel, and IHE faculty from the Arts and Science and Special Education departments.</p>			
<p><i>Activities</i></p>	<p><i>Benchmark</i></p>	<p><i>Timeline</i></p>	<p><i>Responsibility</i></p>
<p>Activity 2.3.1: Identify experts within all partnering entities for collaboration on professional development needs</p>	<p>List of experts complete</p>	<p>Jan. 2021</p>	<p>Executive Coordinator & staff, PDS partners</p>
<p>Activity 2.3.2: Develop, distribute and analyze the results of a needs survey of members of Partnership.</p>	<p>Survey and results on file with Plan of Action in place</p>	<p>By Dec. 30, 2020</p>	<p>SWTQP staff</p>
<p>Activity 2.3.3: Publish and distribute PD plan based on needs</p>	<p>PDS meeting agenda</p>	<p>Feb. 1, 2021 and annually thereafter</p>	<p>Director, Staff, PDS Partners</p>
<p>Activity 2.3.4: Evaluate and collect data and information on professional development.</p>	<p>Publish and distribute PD plan based on needs</p>	<p>Ongoing after May 2021</p>	<p>Evaluator, Staff, Executive Coordinator</p>

<p>Outcome: Measured by resident teachers’ attendance at trainings annually, CBAM measurement for changes in attitude and understanding of the project and instructional approaches, application of skills as reflected in collaborative assessment logs</p>			
<p>Work Plan, Objective 2.4: Provide research-based coaching and mentoring support for 75 teaching residents.</p>			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 2.4.1: Arrange for staff coaches to assist resident and mentor teachers	Coaches assigned relevant case load	Feb – May 2021 and ongoing	Staff, coaches
Activity 2.4.2: Provide professional development for coaches and mentor teachers	Attendance at training sessions	Ongoing after Jan. 2021	Executive coordinator, CC trainers
Activity 2.4.3: Monitor and evaluate implementation of coaching, including technology components.	Monthly coaching monitoring logs	Ongoing after Jan. 2021	Director, Executive Coordinator, Evaluator
<p>Outcome: Minimum of 24 successful coaching sessions per resident annually measured by participant surveys and collaborative assessment logs.</p>			

Goal 3: Retain and support participant teachers during a two-year induction program

<p>Work Plan, Objective 3.1: In collaboration with LEAs and ENMU, provide two years of research-based mentor and induction support for novice teachers</p>			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 3.1.1: Establish a	Documented framework	May 2021	PDS

framework for induction support	on file, training logs for mentor teachers		
Activity 3.1.2: Staff coach, IHE field supervisor and district assigned mentor coordinate efforts	Established meeting schedule for mentor teachers and new teachers	August 2021 and annually thereafter	Coaches, IHE Liaison
Activity 3.1.3: Coaches meet with teacher	Contact logs for coaches	Ongoing after August 2021	Coaches
Activity 3.1.4: Monitor and evaluate implementation of induction support, including mentoring.	Contact logs for coaches, survey results on value of coaching	Ongoing after August 2021	Coaches in collaboration with Executive Coordinator, Evaluator
<p>Outcome: 100% participation in induction activities and documentation of mentoring contacts, and questionnaires/surveys, 80% participants will remain in partner LEA after 1 year (GPRA), 80% of participants will remain in partner LEA after 3 years (GPRA)</p>			
<p>Work Plan, Objective 3.2: Measure student learning outcomes by comparing state and local, short-cycle skills-based Reading, mathematics, and science results for novice teacher participants' students to non-participant teachers' students.</p>			
<i>Activities</i>	<i>Benchmark</i>	<i>Timeline</i>	<i>Responsibility</i>
Activity 3.2.1: Staff coaches identify baseline data from state and local, short-cycle assessments	Report on file	Ongoing according to assessment schedule	Coaches, Evaluator
Activity 3.2.2: Staff coaches collect student data	Database developed	Dec. 2021 and annually thereafter	Coaches, Evaluator

<p>Activity 3.2.3: Monitor and evaluate student achievement on state and local assessments as an indicator of teacher effectiveness and accountability</p>	<p>Report to be submitted to PDS, Director</p>	<p>Ongoing according to assessment schedule</p>	<p>Executive coordinator, Evaluator</p>
<p>Outcome: By the end of the two-year induction period, average scores for students in participants' classroom will exceed average scores for comparable (based on various measures) students in non-participants' classrooms.</p>			

The work plan just described will be implemented by an appropriate organizational structure that includes the necessary partners and staff, as follows.

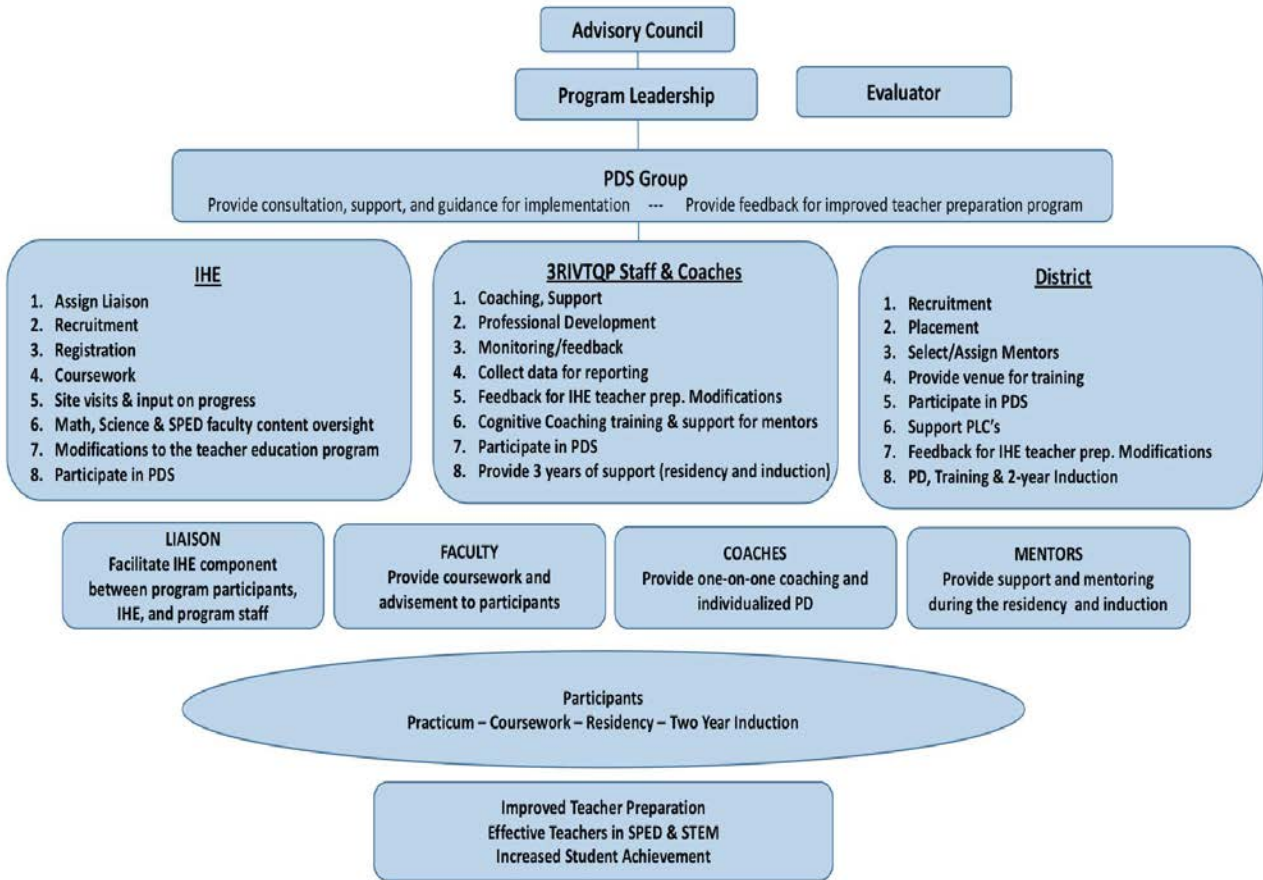


Figure X: SWTQP Organizational Chart

(ii) *The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project*

Local capacity will be developed and improved from both the LEA and the higher education perspective. LEAs acknowledge the importance of a strong mentoring and induction processes as a result of hiring better-prepared residents, and they are committed to ongoing use of the enhanced induction process resulting from the project. These improvements, along with better recruitment techniques, will prove to be cost-effective as the retention of teachers is increased, and instruction improves. As an outcome of participant success in the program, the IHE will be encouraged to shift the delivery of instruction to pre-service teachers from a

traditional student teaching model to a residency model with collaborative support from all entities. Continuity between coursework theory and classroom application will be developed in a clinical setting. As the IHE liaison visits highly successful practicing teachers working directly with students, he/she will be able to share and incorporate optimal experiences for future implementation. The IHE liaison will facilitate discussions among partners to ensure the rigor, relevance, and effectiveness of the program. The desired outcome will be improved pre-service educator instruction that is sustained and institutionalized. The *SWTQP* project will set a precedent for new partnerships between LEAs and IHEs to extend and strengthen the processes and benefits established through this project.

The existing relationships between the IHE and the State Commission on Higher Education (CHE) will help to establish policy guidance that may affect requirements for teacher preparation programs and induction support that affects all IHEs in the state. Furthermore, after sufficient data are collected, the Foundation and IHE partner will collaborate on presentations to the CHE on findings and policy recommendations to guide policy development at the state level.

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