

# UWA's Project REACH

Residencies for Educating Alabama's Children



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# UWA's Project REACH

## Residencies for Educating Alabama's Children

### Introduction

The University of West Alabama's (UWA) vision is to be recognized nationally and internationally for providing quality education programs via traditional and alternative means and to be acknowledged as the primary agent of positive change in Alabama's Black Belt. UWA's mission is to provide opportunities for students to pursue a quality education and assist in developing the important qualities of independent thinking, respect for the ideas of others, personal integrity and character in order to realize their quests for a philosophy of life and self-fulfillment. With our focus on **education**, UWA's Julia Tutwiler College of Education's (COE) vision is to be a catalyst for empowering learners to be global citizens who positively change the world. 100% of COE's candidates enter the education programs by passing the state required assessments (Appendix H-State Report Card). UWA's COE is ranked among the high performing educator preparation programs in the state (Appendix H-State Report Card). 98% of the EPP candidates met high academic standards by passing the state licensure exams needed to become a certified teacher(Appendix H-State Report Card).

Project **REACH (Residencies for Educating Alabama's Children)** proposes a five-year Teacher Quality Partnership (TQP) project that includes a collaborative effort of The University of West Alabama's College of Education (UWA-COE) along with UWA's College of Natural Sciences and Mathematics (UWA-NSM), College of Business & Technology (UWA-COBT) and College of Liberal Arts (UWA-COLA) and high-need LEAs (Mobile County Public Schools System [MCPSS], Tuscaloosa County Schools [TCSS] and University Charter School [UCS] to

develop a teacher residency program focused on authentic residencies in high need partner schools that are supported by relevant professional development (PD) and continued instructional coaching (IC) to address the teacher shortage in high need schools in Alabama.

**The partnership eligibility is defined in detail in Appendix A.**

**Absolute Priority 1:**

Project REACH will address *Absolute Priority 1: Partnership Grants for the Establishment of Effective Teaching Residency* by creating a teacher residency program that will prepare 60 post baccalaureate completers through a high need residency placement while completing a Master's level program in Teaching and Learning that is coupled with a rigorous PD training component and supported through an induction program thereafter. A current needs assessment conducted with our partners revealed that partner districts understand the importance of developing the teacher's content knowledge for delivering high quality content instruction for literacy, mathematics, STEM and computer science standards to high needs students; however, performance assessment indicate their pedagogical practice shows a lack of competent teaching in literacy, mathematics, STEM, computer science and other content areas. Residents will gain content knowledge and pedagogy in literacy and mathematics, and will experience inquiry-based STEM and computer science preparation through completion of their Teaching and Learning credential in order to increase the number of educators adequately prepared to deliver rigorous instruction in these high need content areas.

**Competitive Preference Priority 1: Spurring Investment in Qualified Opportunity Zone**

The districts/schools listed below in Table 1 are high need partnership districts/schools committed to improving educator effectiveness and are located in qualified opportunity zones in Alabama.

**Table 1: Census Tract Number of the QOZs**

**Project REACH** will provide services to the QOZs by establishing and designing teacher **residency programs** to be implemented in the LEAs within the QOZ. Embedded and on-going **professional development** will be provided to the teacher residents, the mentor teacher, and the school leader. The mentor teacher and the school leader will have at a minimum of 60 hours of professional development opportunities each year of the project. The project design allows for maximum learning within a school environment. A team approach ensures success from the top-down and the bottom up.

School Name	District Name	Opportunity Zone GEOID	Opportunity Zone Tract Number
Calloway Smith Middle School	Mobile County	1097001302	13.02
CL Scarborough Model Middle School	Mobile County	1097000401	4.01
Dr. Robert W Gilliard Elementary	Mobile County	1003011502	115.02
Dunbar Creative Performing Arts	Mobile County	1003011501	115.01
Erwin Craighead Elementary School	Mobile County	1097001400	14
Florence Howard Elementary School	Mobile County	1097001400	14
George Hall Elementary School	Mobile County	1125010404	104.04
Lillie B Williamson High School	Mobile County	1097007400	74
Pillans Middle School	Mobile County	1003010400	104
SpencerWestlawn Elementary School	Mobile County	1003010400	104
Collins Riverside Middle School	Tuscaloosa County	1003010400	104
Crestmont Elementary School	Tuscaloosa County	1097002800	28
Matthews Elementary School	Tuscaloosa County	1003010400	104
University Charter School	University Charter School	1119011300	113

**A. Quality of the project design:**

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

UWA's proposed **Project REACH (Residencies for Educating Alabama's Children)** will recruit, train, and graduate 60 diverse, highly effective teachers who are well prepared to teach in Alabama's high need schools; will reduce the achievement and opportunity gaps of K-12 students in literacy, mathematics, STEM and computer science; will improve the host schools' capacity to provide high-quality clinical experiences for preservice teachers by preparing mentors who are skilled in working with clinical residents to improve their practice; will establish and design clinically-rich teacher preparation program grounded in evidence-based practices as well as findings from rigorous formative/summative program evaluation outcomes; and will establish and design a sustainable induction program for new teachers (years 1 & 2) and a retention program for career teachers (years 3-10).

In order to accomplish the proposed objectives, **Project REACH** will prepare four cohorts of fifteen teacher residents for a grand total of 60 teacher residents over the 5 year-period through course work that leads to a Master's of Science in Education in Elementary Education, Early Childhood Education, Special Education, Physical Education, History Education, Science Education, Mathematics Education or English Language Arts Education. Teacher residents will receive a cost of living stipend of \$45,000 during the 14 month residency. Students who fail to complete the program or who do not teach for 3 years in a high needs school must repay the living wage stipend (Appendix H-Repayment). The University of West Alabama located in Livingston, AL in one of the poorest counties in the nation, Sumter County. UWA serves a diverse population and has the most diverse college campus in Alabama per percentage of

students enrolled. UWA's COE has been recognized by the University of Southern California's Race and Equity Center as graduating a high percentage of diverse teachers in the nation.

The University of West Alabama was recognized with high marks in a national review conducted by the University of Southern California's Race and Equity Center. The study included 506 public, non-specialty four-year colleges and universities across the nation with a focus on the opportunities provided for minority students to be successful in higher education. Of the 506 institutions reviewed, UWA was one of only 17 nationwide that scored 3.25 or higher on the equity index, based on a scale of 4.0, and only three of those scored 3.5. **The ranking places UWA at the top of the list for Alabama schools** included, with the next highest Alabama school earning an equity index of 2.5, and the lowest Alabama school earning a 1.25 equity index. The study's scoring system was based on four factors, including enrollment, completion rate, gender equity, and the ratio of minority faculty to minority students at the University.

UWA's **Project REACH** will require candidates to fulfill a year-long residency in one of Alabama's high need schools. All partnership schools are located in **Qualified Opportunity Zones** meeting the requirements for the **competitive preference priority #1** (see Appendix H). Candidates must participate in on-going professional development activities focused on, improving literacy (dyslexia) (essential components of reading instruction) (across core academic areas), improving mathematics instructional strategies, improving STEM and computer science instruction and classroom management skills with a toolbox of strategies aimed at serving all students in high-need schools. Candidates will not only earn a Master's of Science in Education, but will have the opportunity to enroll in professional development in literacy (dyslexia), mathematics, STEM, computer science, co-teaching, and classroom

management. Partnership mentors and administrators will receive a minimum of sixty hours of intensive training per project year that aligns with the goals of **Project REACH**.

**Table 2: GRPA Performance Measures Linked to Project REACH**



GRPA Performance Measures	Program Activities
<p><b>Performance Measure 1: Certification/Licensure.</b> The percentage of program graduates who have attained initial State certification/licensure by passing all necessary licensure/certification assessments within one year of program completion.</p>	<ul style="list-style-type: none"> <li>✓ Recruitment efforts targeting undergraduates from underrepresented groups</li> <li>✓ Rigorous admission requirements</li> <li>✓ On-going mentoring and supervision</li> <li>✓ Extensive clinical experiences during residency year integrated and aligned with professional development and induction</li> <li>✓ edTPA preparation and coaching</li> <li>✓ PRAXIS preparation and tutoring</li> <li>✓ Master's degree with specialized training in mathematics, science, teaching ELL, literacy across the content areas, dyslexia, STEM, computer science, classroom management, and one-year teacher residency in a high-need school (with participant stipends)</li> <li>✓ Mentor teachers representative of participant's diversity</li> </ul>
<p><b>Performance Measure 2: STEM Graduation.</b> The percentage of math/science program graduates that attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of program completion, if applicable to the applicant or grantee's project.</p>	<ul style="list-style-type: none"> <li>✓ Master's degree with course of study aligned with math/science standards</li> <li>✓ Rigorous program of study specialized content and pedagogical knowledge in Computer Science/STEM</li> <li>✓ Micro-credentials in Computer Science, Mathematics, STEM</li> </ul>
<p><b>Performance Measure 3: One-Year Persistence.</b> The percentage of program participants who were enrolled in the postsecondary program in the previous grant reporting period, did not graduate, and persisted in the postsecondary program in the current grant reporting</p>	<ul style="list-style-type: none"> <li>✓ Rigorous induction program aligned with</li> <li>✓ Continuing professional development to sustain community and promote retention</li> <li>✓ Employment support of Project REACH residents and completers</li> </ul>



period.	<ul style="list-style-type: none"> <li>✓ Professional Learning Communities (PLCs) for graduates, including both new (years 1-2) and career teachers (years 3-10)</li> <li>✓ Collaborative relationships with COE faculty, school administrators, mentors, and Project REACH graduates.</li> </ul>
<p><b>Performance Measure 4: One-Year Employment Retention.</b> The percentage of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need LEA or ECE program and were retained for the current school year.</p>	
<p><b>Performance Measure 5: Three-Year Employment Retention.</b> The percentage of program completers who were employed by the partner high-need LEA or ECE program for three consecutive years after initial employment.</p>	
<p><b>Performance Measure 6: Student Learning.</b> The percentage of grantees that report improved aggregate learning outcomes of students taught by new teachers. These data can be calculated using student growth, a teacher evaluation measure, or both. (This measure is optional and not required as part of GPRA reporting.)</p>	<ul style="list-style-type: none"> <li>✓ On-going mentoring and supervision</li> <li>✓ Extensive clinical experiences during residency year integrated and aligned with professional development and induction</li> <li>✓ Strong instructional coaching focused on data and making data informed instructional decisions.</li> </ul>
<p><b>Efficiency Measure: The Federal cost per program completer.</b> (This data will not be available until the final year of the project period.)</p>	<ul style="list-style-type: none"> <li>✓ The efficiency measure will be calculated by the evaluators once data from all project years is available.</li> </ul>

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

Project REACH has articulated four goals, with accompanying objectives and appropriate measures to ensure the coordination of all components and accountability for meeting implementation targets and outcomes.

**GOAL 1: Engage selected Teacher Residents in a 14-month full-time teacher residency preparatory curriculum and professional development program that enhances their**

**content knowledge, develops their expertise in inquiry-based learning, and cultivates their culturally relevant pedagogical skills with students and families in high need communities.**

**Objective 1.1:** Implement a 14-month full- time teacher residency program that leads to a teaching license and a Master's degree

*Performance measure 1.1.1:* By December 2020, TRAC council minutes reflect the partnership among districts and COE.

*Performance measure 1.1.2:* By January 2021, a schedule of quarterly meetings is in place with a one-year implementation plan.

**Objective 1.2:** Engage Teacher Residents in experiences that emphasize diversity and culturally relevant pedagogy particularly relative to high need populations

*Performance measure 1.2.1:* By December 2020, the PD group will be organized consisting of representatives from UWA, 3 high-need school districts, Project REACH PI/Director, Project REACH Coordinators, and Project REACH Instructional Coaches. 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 January 2021, the PD group will begin review of information about the teacher residency model, description of the Master's of Science in Education course of study, professional development needs, recruitment plan, mentoring plan and other relevant information, as part of Project REACH's initiative to reform the educator preparation program.

**Objective 1.3:** Create an instructional support team for each member of the Teacher Resident cohort

*Performance measure 1.3.1: By March 2021, instructional support teams will be created and functioning as a unit for members of Teacher Resident cohort 1.*

**GOAL 2: Recruit 60 high-achieving candidates who possess baccalaureate degrees into a program designed to help them obtain a teaching license in a high-need specialty area and a Master's of Science in Education degree while participating in a teacher residency program.**

**Objective 2.1:** Form a REACH Recruitment Council (REACH RC) composed of representative from each partnering entity

*Performance measure 2.1.1.: By December 2020, recruitment will begin through notices in collaboration with contacts in colleges at UWA, high need LEAs, and among other stakeholders. A promotion video explaining Project REACH 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 60 participants will be enrolled in the program as a result of meeting the required criteria as identified in the recruitment plan. Outcome will be signed agreements for participation.*

**Objective 2.2:** Disseminate REACH information through social, electronic, print, and commercial media

*Performance measure 2.2.1: Within two years of starting the teacher residency, 95% of participants will graduate with a Master's's degree program, pass 100% of the required State of Alabama certification exams and obtain an Alabama Class A teaching license. Teacher Education plans will monitor progress toward completion (GRPA 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. (GRPA 3).*

**Objective 2.3:** Recruit and enroll individuals who possess a baccalaureate degree with a minimum cumulative GPA of 3.00 each academic year.

*Performance measures 2.3.1: Conduct an initial and annual needs survey of teacher residents, mentor teachers, and administrators to inform development of professional development plans tailored for participants in high-need LEAs. The initial plans for each cohort will be developed no later than January 2021, and then will be updated annually.*

*Performance measure 2.3.2: By November 2020 and annually thereafter, 100% of participants by cohort will attend monthly trainings and will rate trainings of PD events. An agenda and attendance record will support participation. PD evaluations will be used to inform future training.*

**Goal 3: Provide Teacher Residents ongoing induction support during their novice teacher years to positively impact the academic outcomes of high need public school students.**

**Objective 3.1:** Assist each Teacher Resident with employment search and placement after completion residency program and acquisition of teaching license.

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

*Performance measure 3.1.2: After completion of one year of teaching, 80% of participants will remain in the high-need LEAs in Sumter County, Tuscaloosa County, or Mobile County as verified by personnel records (GRPA 4).*

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

**Objective 3.2:** Conduct quarterly needs assessments of the new Teachers of Record to design induction professional services

*Performance measure 3.2.1: After completion of one year of teaching, 70% of participants' students' state assessment result will equal or exceed those of the comparing group (Optional GRPA 6).*

**Objective 3.3:** Collaborate with Instructional Coaches assigned to new Teachers of Record to develop an annual *Individualized Professional Development Plan (iPDP)* designed to ensure retention within the classroom for a minimum of three consecutive years.

*Performance measure 3.3.: By August 2021, each teacher resident will have an iPDP developed in collaboration between the LEA and the instructional coach.*

**Goal 4:** Engage in collaborative continuous improvement efforts through partnerships with high need communities and LEAs to positively impact the learning outcomes of the students taught by the Teacher Resident in the selected high-need schools.

**Objective 4.1:** Create an Advisory Board composed of representatives from each partner entity to examine program performance every six months

*Performance measurement 4.1.1: By November 2020, the Advisory Board will be created and will be functioning to ensure the objective is accomplished.*

**Objective 4.2:** Collect nine-week data on teaching performance of new Teachers of Record from school administrators

*Performance measurement 4.2.1: Data for teaching performance will be collected throughout the 14-month teacher residency (observational data, checklist data, edTPA results, Praxis, formative and summative evaluations)*

**Objective 4.3:** Publish a program newsletter quarterly to share best practices.

*Performance measurement 4.3.1: By January 202 and every quarter after that the best practices newsletter will be shared with LEAs, stakeholders, and UWA faculty.*

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

In a collaborative partnership, three high-need districts, among the lowest performing districts/schools in the state of Alabama, will work with UWA-COE to develop and implement **Project REACH** to address the absolute and competitive preference priorities outlined in the TQP Grants Program Application. The need for high-quality teachers to serve high need schools within the service area is paramount. As one of the largest educator preparation institutions in Alabama, UWA-COE, in collaboration with UWA-COLA, UWA-COBT, and UWA-NSM, is well-positioned to pioneer a project of this scope and magnitude, particularly as it is geographically located in the centralized Black Belt Region of the Southern United States. This region includes the poorest counties in Alabama and the United States. All partners have realized that educational issues such as high teacher turnover,

teaching outside of highly qualified teaching content areas, and low student achievement are challenges **Project REACH** has the potential to address. A comprehensive needs assessment was undertaken including a compilation of teacher and student needs data from MCPSS, TCSS, and UCS and a series of meetings with representatives from each were conducted to review pertinent needs as they relate to teacher preparation, teacher shortage, and retention (Appendix B). The demographics of the high-need region, high levels of teacher attrition, and low student achievement pose a challenging situation. All collaborating partners agree that it is in these high-need LEAs, where children are coming from families living in poverty, that we must ensure our teachers are highly qualified. The demographics reported by US Census Bureau Reports validate that the area is poor, high need, underdeveloped, and comprised of low-achieving schools. **Table 3** shows the most recent achievement data and the percent of free/reduced lunch data in the targeted areas. Both data sets reveal the dire need for a well-prepared teacher in schools within the targeted partnership districts.

**Table 3: Achievement Data in Partnership Districts and Economically Disadvantaged Data**

School Name	District	Reading Non-Proficient %-All Students	Reading Non-Proficient %-Economically Disadvantaged	Math Non-Proficient %-All Students	Math Non-Proficient %-Economically Disadvantaged	Teacher Inexperience Rate/Retention	Low Income Students (Free/Reduced Lunch)
Calloway Smith Middle School	MCPSS	69.4%	70.3%	63.0%	64.2%	18.5%	96.0%
CL Scarborough Model Middle School	MCPSS	90.8%	92.0%	92.0%	91.0%	20.3%	94.0%
Dr. Robert W Gilliard Elementary	MCPSS	73.9%	76.5%	56.0%	57.7%	12.6%	94.0%
Dunbar Creative Performing Arts	MCPSS	45.4%	47.8%	42.8%	53.0%	16.6%	70.0%
Erwin Craighead Elementary School	MCPSS	84.0%	85.0%	75.6%	77.0%	14.4%	91.0%
Florence Howard Elementary School	MCPSS	80.5%	81.7%	70.1%	69.0%	20.4%	95.0%
George Hall Elementary School	MCPSS	75.7%	78.3%	58.0%	59.4%	25.7%	92.0%
Lillie B Williamson High School	MCPSS	89.6%	88.9%	92.4%	93.3%	21.2%	93.0%
Pillans Middle School	MCPSS	86.1%	86.1%	85.0%	85.1%	21.0%	96.0%
Spencer Westlaw n Elementary School	MCPSS	75.2%	77.2%	51.4%	52.9%	12.0%	94.0%
Collins Riverside Middle School	TCSS	60.9%	68.7%	61.1%	67.7%	30.3%	67.0%
Crestmont Elementary School	TCSS	70.4%	86.8%	62.4%	76.9%	50.0%	80.0%
Matthews Elementary School	TCSS	89.0%	89.8%	83.6%	82.8%	20.7%	89.0%
University Charter School	UCS	N/A	N/A	N/A	N/A	80.6%	45.0%



The needs assessment also revealed the need for stronger partnerships. **Project REACH** will refine the model of how a university located within a high need community can effectively work in partnership with similar LEAs to develop quality teacher preparation programs that immerse teacher residents (TRs) into the high need settings in which they will ultimately serve. Additionally, the initiative will provide continuous support through an induction program that carries TRs through their critical first years of teaching. **Project REACH** will enhance continued collaboration that builds a comprehensive system of high need teacher recruitment, preparation, induction/mentoring, and retention to fortify a concrete model that will recruit and prepare high-quality teachers for schools in high-need districts in Alabama where teacher attrition is endemic and student achievement remains persistently low as compared to state and national averages. With the proposed residency model, candidates will spend a full academic year co-teaching in eligible partner schools; therefore, boosting and bringing about further collaboration that will lead to enhanced partnership collaboration.

- 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.*

The professional development services to be provided through **Project REACH** will be of sufficient quality, intensity, and duration to lead to improvements in practice among recipients. Research suggests that teachers, especially those new to the profession, move out of high need, high poverty schools at a disproportionately high rate (Darling-Hammond & Sykes, 2003; Gagnon & Mattingly, 2012; Hanushek, Kain, & Rivkin, 2004). Studies also show that beginning teachers who are provided with multiple supports, mentoring programs, and collective group and networking activities, and who, in particular, *collaborate with other teachers on instructional matters*, are less likely to move to other schools and less likely to leave the teaching occupation

altogether after their first year (Fletcher & Strong, 2009; Ingersoll & Strong, 2011). Informed by these perspectives and grounded in the premise that collaboration in the form of inquiry-driven research and PD for improved practices is how teachers most effectively sustain their professional growth (Cochran-Smith, 2005), **Project REACH** professional development services will extend the cohort model into a framework of sustainable professional development activities focused on pedagogical support for both new and experienced teachers. In building the capacity of local schools to support *all* teachers and enhance teachers' social capital in their high need communities, PD will promote knowledge, sensibilities, and skills that will allow new teachers "to feel more at home and more powerful in a high need setting" (White & Reid, 2008, p.6). The primary goal of PD will be to support participants as they learn to implement evidence-based, high-leverage practices (Ball & Forzani, 2009) to positively impact student achievement, acquire strong content knowledge, utilize data to inform instruction, apply concepts of UDL, and draw on community and family competence in high need teaching. PD will be provided with a transformation mindset that allows for specific training modules that are purposeful and can lead to embedded daily practice.

PD will begin during the summer session prior to placement. This program component will be coined, '*Get Ready!*'. MTs will attend a Residency Cohort Seminar alongside the TRs to establish a co-teaching relationship and to specifically address strategies for teaching and working responsively with all children. TRs will begin the residency placement at the same time as their MTs begin the school year, participating fully in teacher workshop days prior to K12 students' first day of school. This is a crucial planning and PD time during which TRs will prepare for the year with their MT. This pre-planning and on-site residency component has been coined, '*Get Set!*'. Residency placements end alongside the school year in June.

Additionally, TRs will continue monthly connections with community partners in seminars and professional development activities as designed by **Project REACH's** project team (e.g. Financial Planning for Alabama Citizens, Community Support Group Awareness, STEM Focus Trainings, etc.). During the TR's induction year, coined '*Go!*', an Instructional Coach (IC) will be assigned to each TR to provide mentoring, coaching, and support virtually and in-person to facilitate the sharing of resources and dialogue around teaching and strategies for supporting students and families. ICs will also establish a meeting schedule for synchronous meetings for all TRs within the cohort. This educator support network will be facilitated through the joint coordination and resources of UWA-COE and project partners. Depending on geographic distribution of **Project REACH's** graduates hired in partner high need LEAs, each IC will mentor 2-4 new teachers and will bring his/her cohort together every other month for support meetings and professional development modules on research-based mentoring practices such as Lesson Study (Lewis, Perry & Murata, 2006), Educator Rounds, and Instructional Coaching (Carlisle & Berebitsky, 2010; Marzano & Toth, 2013). In addition, UWA-COE, UWA-NSM, UWA-COBT and UWA-COLA will provide opportunities to attend training modules on literacy and mathematics instructional practices, STEM-related topics including *Next Generation Science Standards* (NGSS) and computer science; or to engage in research experiences with UWA faculty. ICs will visit cohort participant classrooms weekly over the course of the year for observation and instructional coaching, as well as co-planning and team-teaching. TRs will also use the online video feedback tool, *GoReact*, to record their teaching to a virtual platform that allows ICs and peers within their respective cohort to provide on-going input and suggestions to help improve the quality of their teaching practice on a continuous basis (see Appendix H).

## **B. Quality of the project evaluation:**

Project REACH proposes to retain the services of an external evaluator to conduct a thorough evaluation of the implementation and outcomes. The College of Education will retain the services of Dr. Mani Hull to serve as the external evaluator. Mani has designed and conducted mixed-method evaluations and studies. She has provided educational leadership to non-profits, for-profits, public, and private higher education institutions, and partnered with federal and state government agencies for 35 years. She is registered with SACSCOC as an evaluator for academic service-learning programs. While serving as a Research Associate at the Office of Academic Affairs/Research and Assessment at the Tennessee Board of Regents (TBR), she served as an academic auditor on audit teams for TBR institutions and evaluated grant awards for the Tennessee Tech Prep Program. As Director of Administration at the Institute for International Research, she evaluated and recommended foreign graduates for promotions in home countries. Dr. Hull has directed the development of technical and cost proposals for close to 500 grants, contracts, and cooperative agreements with government agencies, multi-national corporations, consulting firms, and academic institutions. She has managed technical, financial, administrative, and evaluation aspects of 13 long-term international development projects totaling \$43,000,000. Dr. Hull earned a Doctorate in Education in Higher Education Leadership & Policy at Vanderbilt University in 2010.

Dr. Mani Hull (external evaluator) will work closely with Dr. Reenay Rogers, Associate Dean for the College of Education and Director of Assessment and Evaluation. Dr. Rogers will serve as the **Project REACH's** Evaluation Coordinator for the grant. She will work collaboratively with the Principal Investigator/Director (Susan Hester) and External Evaluator (Dr. Mani Hull) to ensure grant timelines are met in a timely manner and activities are implemented to fidelity.

Mani has designed and conducted mixed-method evaluations and studies. The evaluation cycle includes the use of summative and formative assessments. The use of qualitative and quantitative methods will be used. Data collected will come from a variety of sources (edTPA data, GPA data, Praxis data, evaluation of professional development sessions, surveys, observations, focus groups, and self-assessments). The external evaluator to help refine program goals, make project adjustments, ensure reliability and validity of all instruments, and measure program effectiveness.

The evaluation plan has been integrated into the programmatic activities to be an integral part of this project. The evaluation plan has been designed to be thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project. We have chosen to use Stufflebeam's (2000) CIPP Model of Program Evaluation as the overall approach to the evaluation and a logic model (McLaughlin & Jordan, 2004). Within the context of the CIPP model, the evaluation team will use a mixed-methods approach, allowing us to meet multiple purposes and avoid trade-offs which we would otherwise be forced to decide upon, such as internal versus external validity. An overall logic model (Appendix C) has been developed to link the activities with the outcomes and to clarify relationships.

**Project REACH's evaluation components.** The characteristics of Project REACH will all be examined in formative and summative aspects. (G1) Engage selected Teacher Residents in a 14-month full-time teacher residency preparatory curriculum and professional development program that enhances their content knowledge, develops their expertise in inquiry-based learning, and cultivates their culturally relevant pedagogical skills with students and families in communities. (G2) Recruit 60 high-achieving candidates who possess baccalaureate degrees into a program designed to help them obtain a teaching license in a high-need specialty area and a Master's of

Science in Education degree while participating in a teacher residency program. The residency program will be quantitatively evaluated in at least three ways: (a) The number of residents who are selected for the program, (b) enrollment of underrepresented candidates to the program, and (c) The percentage of completers of the program that enter the teaching field and are placed in a high need school. Qualitative evaluation will help to explain the motivations, identify needs, and richness of the experience for participants. The qualitative evaluation will be similar to a multiple case study and rigorously examine a few of the students in the program, especially those who have chosen a content instructional focus in the areas of literacy and mathematics. (G3)

Provide Teacher Residents ongoing induction support during their novice teacher years to positively impact the academic outcomes of high need public school students. The induction support will be established to provide a development path for a novice teacher to receive support as he/she becomes the teacher of record. The resident would agree to a full year of residency and have an Instructional Coach as a mentor for induction purposes for two years after residency. The final program will be similar in structure to medical residency programs to establish the education profession and prepare quality teachers. (G4) Engage in collaborative continuous improvement efforts through partnerships with high need communities and LEAs to positively impact the learning outcomes of the students taught by the Teacher Resident in the selected high-need schools. Collaborative partnerships will focus on providing continuous improvement efforts which impact learning outcomes for students such as professional development, continued mentor support, face-to-face and virtual learning laboratories, etc. A virtual portal will connect beginning teachers, veteran educators, and educational leaders to help encourage collaboration even in high need areas where physical travel may be prohibitively expensive. Using collaborative partnerships as a vessel for developing cohesive relationships with other educators.

Partnerships will be primarily evaluated using a qualitative approach; however, descriptive statistics regarding the number of participants and degree of participation will comprise some of the quantitative measures employed. Partnerships will develop relationships among educators and community to promote quality education within the community and share that message and mission among all stakeholders. Businesses and other entities in the communities will be invited to participate and support quality education efforts. The effect may result in creating a sustainability of the project mission and purpose. The quantitative evaluations employ designs, which are in line with the What Works Clearinghouse (WWC) standards with matched comparison schools and matched beginning teachers within the state (quasi-experimental designs). Since the selection of residents for **Project REACH** is dependent on qualifying factors, it is not feasible to conduct a randomized selection. However, randomization may be used to select initial schools that form a partnership with **Project REACH**, with all schools receiving the **Project REACH** programs and induction support after the initial two years of implementation. Qualitative research focuses on the description, conceptual construction, and contextual factors concerning a situation, event, or lived experience. The project's qualitative approach (see Merriam, 2009) will include collecting data from various stakeholders to determine how they make meaning of their participation in the program and how they incorporate what they learn to the benefit, directly or indirectly, of school students.

- i. *Extent to which the methods of evaluation will provide valid and reliable performance data on Relevant Outcomes.*

In addition to the quasi-experimental design, the data analyses will consist of analyses of variance and, if reasonable, propensity score analysis and structural equation modeling for each year and accumulated over the years. For some evaluation purposes, analysis of variance tests or

binomial tests may be employed. The projected number of **Project REACH** districts is three and the exact number of residents becoming teachers depends partly on the schools in which the residents are placed. All statistical significance testing will be done with a conceptualized alpha of .05. Throughout the evaluation, process efforts will be made to minimize threats to validity (Shadish, Cook, & Campbell, 2002).

The quantitative evaluations employ designs, which are in line with the What Works Clearinghouse (WWC) standards with matched comparison schools and matched beginning teachers within the stated (quasi-experimental designs). Since the selection of residents is dependent on qualifying factors, it is not feasible to conduct a randomized selection. However, randomization may be used to select initial schools that form a partnership with **Project REACH**, with all schools receiving the **Project REACH** programs and induction support after the initial two years of implementation. Qualitative research focuses on the description, conceptual construction, and contextual factors concerning a situation, event, or lived experience. The project's qualitative approach (see Merriam, 2009) will include collecting data from various stakeholders to determine how they make meaning of their participation in the program and how they incorporate what they learn to the benefit, directly or indirectly, of school students. The specific goals, objectives, milestones, and targets are specified below in **Table 4**.

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

**Table 4. Goals, Objectives, Milestones, Outcomes, and Methods of Evaluation**



Goal 1-Engage selected Teacher Residents in a 14-month full-time teacher residency preparatory curriculum and professional development program that enhances their content knowledge, develops their expertise in inquiry-based learning, and cultivates their culturally relevant pedagogical skills with students and families in high need communities.			
Objective	Milestones	Outcomes	Methods of Evaluation
1.1 Implement a 14-month full-time teacher residency program that leads to a teaching license and a Master's degree	By May 2021, a teacher residency M.Ed. degree program launched for first of two subsequent cohorts	Teacher Residents enrolled and participating in M.Ed. degree programs.	Quantitative Data (enrollment data)
1.2 Engage Teacher Residents in experiences that emphasize diversity and culturally relevant pedagogy particularly relative to high need populations	By Summer 2021, the initial 'Get Ready!' has been implemented followed by placement of the initial cohort in high-need schools by August 2021 ('Get Set!' experience), and finalized by a 'Go!' seminar Summer 2022.	100% of Teacher Residents participate in culturally and linguistically diverse experiences in P-12 public schools and in pre- and post- seminars.	Mixed methods  Surveys Observations Questionnaires
1.3 Create an instructional support team for each member of the Teacher Resident cohort	By May 2021, qualified mentors are identified and matched with teacher residents (cycle repeated as needed for future cohorts).  By Spring 2021, three Instructional Coaches are hired to coordinate and deliver induction support for Cohort 1 (cycle repeated as needed for future cohorts)	P-12 teachers identified to serve as mentors to each teacher resident and instructional coaches identified to provide induction coaching (cycle repeated for each, as needed for future cohorts).	Mixed methods  Surveys Observations Questionnaires

**Goal 2-Recruit 60 high-achieving candidates who possess baccalaureate degrees into a program designed to help them obtain a teaching license in a high-need specialty area and a Master's of Science in Education degree while participating in a teacher residency program**

Objective	Milestones	Targets	Methods of Evaluation
2.1 Form a <b>Project REACH</b> Recruitment Council (REACH RC) composed of representative from each partnering entity	By October 2020, <b>Project REACH RC</b> formed with the first meeting planned for Nov/Dec 2020	Formation of the <b>Project REACH RC</b> with at least one representative from each partner entity that meets four times annually; meeting calendar established.	Mixed methods  Surveys Observations Questionnaires
2.2 Disseminate <b>Project REACH</b> information through social, electronic, print, and commercial media	By Jan 2021, social media, website, commercials, and print advertising/recruitment initiatives launched	Produce commercial and social media recruitment advertisements with a significant "Return on Investment" based on <b>Project REACH</b> application submissions.	Quantitative Data  ROI data/digital marketing
2.3 Recruit and enroll individuals who possess a baccalaureate degree with a minimum cumulative GPA of 3.00 each academic year.	By May 2021, 15(fifteen) participants for the first of cohort will be selected and enrolled for the residency program and for master's program coursework. Cohorts will be selected May 2021, May 2022, May 2023 and May 2024	Enroll 60 individuals over a five-year period (cohorts of 15 candidates) who earn a teaching license and a Master's of Science in Education	Quantitative Data (enrollment data)

**Goal 3-Provide Teacher Residents on-going induction support during their novice teacher years to positively impact the academic outcomes of high need public school students.**

Objective	Milestones	Targets	Methods of Evaluation
3.1 Assist each Teacher Resident with employment search and placement after completion residency program and acquisition of teaching license.	By May/June 2021, initial cohort of Teacher Residents engaged in activities to secure full- time	Provide 100% of the TRs with support services that assist with employment attainment in a	Mixed methods  Surveys Observations Questionnaires Licensure data

	employment as a Beginning Teacher (BT) with subsequent cohorts following the same model	high-need school preferably in the school where the residency experience was performed.	Employment data
<b>3.2</b> Conduct quarterly needs assessments of the new Teachers of Record to design induction professional services	Beginning with the initial cohort of employed teacher residents, a 9-month review of each person's performance and his/her students' performance will occur	Each quarter, a written needs assessment report constructed that offers recommendations for induction and support services	Mixed methods  Surveys Observations Questionnaires Focus Groups
<b>3.3</b> Collaborate with Instructional Coaches assigned to new Teachers of Record to develop an annual <i>Individualized Professional Development Plan (iPDP)</i> designed to ensure retention within the classroom for a minimum of three consecutive years	By Sept 2021, an iPDP developed for each member of the initial cohort; on-going for subsequent cohorts (i.e., Sept 2022 through Sept 2024)	100% of new Teachers of Record will construct an iPDP to personalize induction support services and on-site coaching throughout each academic year.	Mixed methods  Surveys Observations Questionnaires Focus Groups

**Goal 4-Engage in collaborative continuous improvement efforts through partnerships with high need communities and LEAs to positively impact the learning outcomes of the students taught by the Teacher Resident in the selected high-need schools.**

Objective	Milestones	Targets	Methods of Evaluation
<b>4.1</b> Create an Advisory Board composed of representatives from each partner entity to examine program performance every six months	By May 2021, Council formed with the first meetings planned for July 2021 and Jan 2022	Formation of an Advisory Board with at least one representative from each partner entity that meets two times annually.	Mixed methods  Surveys Questionnaires Focus Groups Lunch & Learn Minutes
<b>4.2</b> Collect nine-week data on teaching performance of new Teachers of Record from school	School executives complete evaluations to provide insight on the strengths and	All school-based administrators provide input on the performance of the	Mixed methods  Surveys Observations

administrators	weaknesses of the new Teacher of Record	new Teachers of Record from the <b>Project REACH</b> each year	Questionnaires Focus Groups
<b>4.3</b> Publish a program newsletter quarterly to share best practices.	Project staff solicits and selects newsletter submissions quarterly Project staff will plan, create and publish a quarterly newsletter each Funding Year	Each quarter, stakeholders will be more informed of program developments, opportunities, current education trends, and best practices.	Quantitative Data  (# of publications shared / digital marketing)

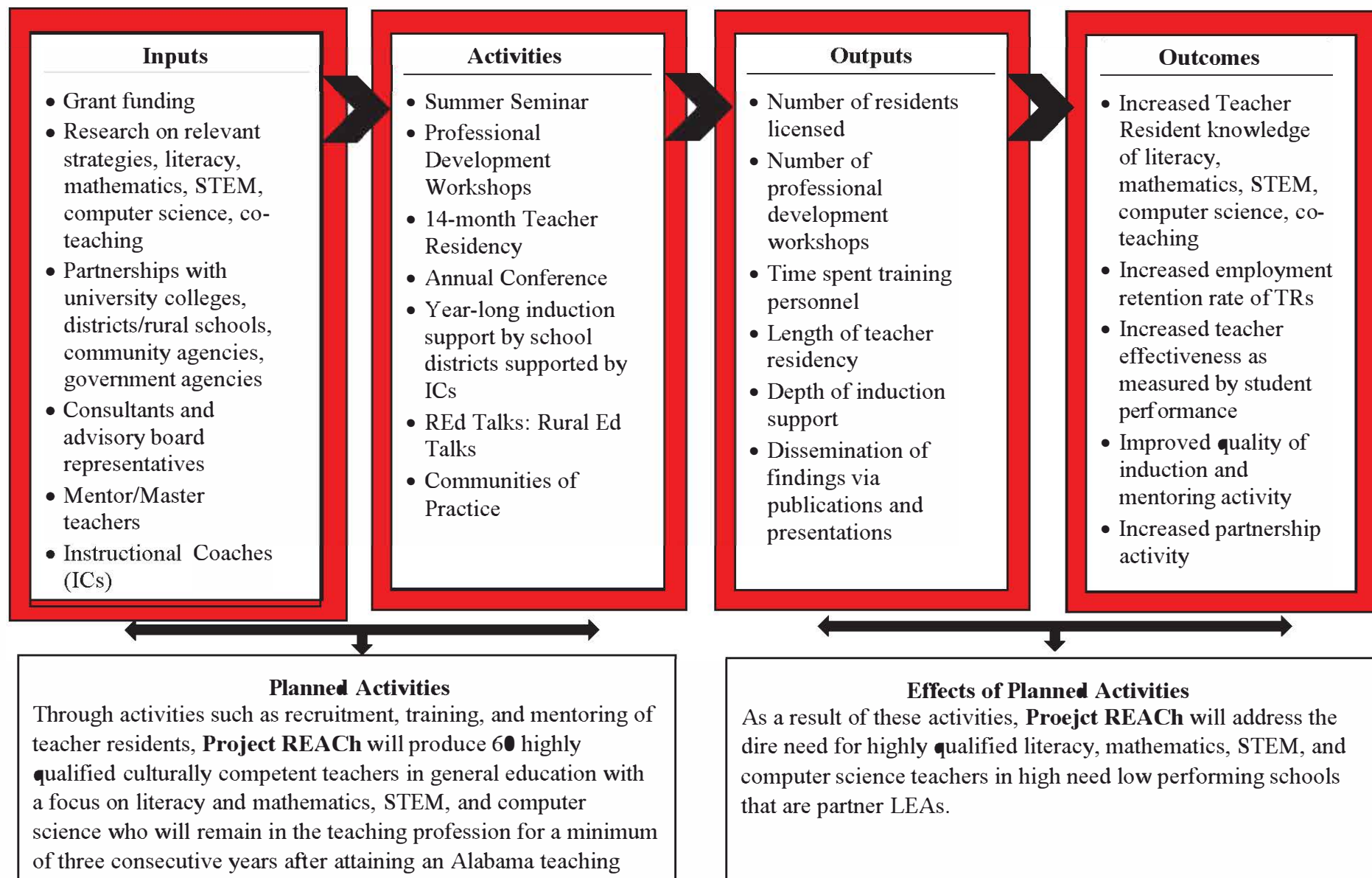
To determine the **overall effectiveness** of **Project REACH**, the external evaluator will conduct a formative and summative evaluations utilizing objective performance measures to triangulate data on the intended project outcomes. Formative evaluation activities will ascertain and improve the project's successful attainment of stated objectives and will focus on assessing the quality of residents' training and associated activities. Summative activities will assess the degree to which the stated objectives are attained, including increased recruitment, retention, certification, placement of residents as Teachers of Record, and the quality of residents as teachers. The project evaluation will yield data that will provide sufficient information on the impact of this program on the recruitment and preparation of Teacher Residents for certification as well as their impact on student achievement once employed as new Teachers of Record in a high need school. These measures will also connect to the program Government Performance and Results Act (GPRA). Additionally, it will yield data that assesses the impact of TRs on student achievement compared to similarly new but non-participating teachers. To make these connections explicitly, the project evaluation will focus on five overarching questions based on the **project's logic model** (Appendix C):

- (1) To what extent are qualified participants recruited, selected, and retained in **Project**

**REACH**, including what percentage of participants persisted during the 14-month period to complete initial licensure, advanced licensure, and master's degree requirements?

- (2) What was the quality of their training, and did it prepare Teacher Residents to pass the Praxis and edTPA and prepare them to be successful as Teachers of Record in a classroom?
- (3) What percentage of new Teachers of Record has been retained in high-need schools for a minimum of three consecutive years after completion of the residency program?
- (4) What was the quality of the induction and professional development services and to what extent did they influence the retention rates and teaching quality of these new teachers?
- (5) How do teachers who have been part of the residency program compare to similarly new non-participating teachers in terms of their impact on students' achievement?

**Figure 1: Project REACH Logic Model**



Findings will be formally disseminated via Annual Performance Reports, via an Interim Project Report, and via a final evaluation report at the conclusion of funding. Data will be informally disseminated as available and on an on-going basis to PIs and project partners such that they can make changes as needed to support achievement of project objectives. The evaluation will employ a longitudinal case study design (Yin, 1994) to collect quantitative and qualitative data on the program participants embedded with a quasi-experimental design to compare the progress of new Teachers of Record completing the **Project REACH** to those comparable non-participating new Teachers of Record hired at the same time within the district. This methodology allows PIs to use multiple data collection and analytical strategies that lead to deeper understanding and more robust findings (Yin, 1994). Within this case study design, the evaluator will employ a mixed-methods approach. A mixed-methods approach to conducting evaluation is different from using multiple methods or a combination of methods in that data from one type of method (quantitative or qualitative) is merged, connected, or embedded with data from the other type of method (Creswell, 2006). The use of a mixed-methods evaluation approach provides richer data sets and allows for better triangulation of data. **Table 5** provides an overview of data sources, collection time period, analysis methods, the person responsible, and GPRA connection for the evaluation of overall project effectiveness.



**Table 5: Overall Evaluation Plan Overview**

<b>1. To what extent are qualified participants recruited, selected, and retained in the Project REACH including what percentage of participants who persisted during the 14-month period to complete initial licensure, advanced licensure, and master's degree requirements?</b>				
<b>Data Sources</b>	<b>Collection Time Period</b>	<b>Analysis Method</b>	<b>Person Responsible</b>	<b>GPRA Connection</b>
Account of recruitment activities conducted each academic year	Annually, Years 1 – 5	<ul style="list-style-type: none"> <li>• # of activities conducted</li> <li>• # of follow up communications with each prospective candidate</li> </ul>	PIs, project staff, external evaluator	Measure 1: Certification
Recruitment spreadsheet with prospective candidates	Years 1 – 5	<ul style="list-style-type: none"> <li>• Total # of people recruited and selected</li> <li>• Total # of candidates enrolled</li> </ul>	PIs, project staff, external evaluator	Measure 1: Certification
Program enrollment data (e.g., applications received, number of persons selected, etc.) including application and selection information	Annually, Years 2 – 5	<ul style="list-style-type: none"> <li>• Pre/post analysis of <b>Project REACH</b> enrollment data (beginning of school year and end of school year)</li> </ul>	PIs, project staff, external evaluator	Measure 1: Certification
Participant course performance data including course grades, Electronic Evidences	Annually, Years 2 – 5	<ul style="list-style-type: none"> <li>• Mean cumulative grade point average of candidates</li> <li>• Mean cumulative average</li> </ul>	PIs, project staff, external evaluator	Measure 1: Certification
Praxis II, edTPA and certification test scores for each participant	Annually, Years 2 – 5	<ul style="list-style-type: none"> <li>• Total # of participants passed</li> <li>• Disaggregated test score data by subset</li> </ul>	PIs, project staff, external evaluator	Measure 1: Certification
M.Ed. degrees conferred to participants by cohort group	Annually, Years 2 – 5	<ul style="list-style-type: none"> <li>• Number of participants recommended for degree completion</li> </ul>	PIs, project staff, external evaluator	Measure 1: Certification
Initial and advanced licensure applications submitted	Annually, Years 2 – 5	<ul style="list-style-type: none"> <li>• Number of initial licensure applications submitted</li> </ul>	PIs, project staff, external evaluator	Measure 1: Certification



<b>2. What was the quality of their training and did it prepare Teacher Residents to pass the Praxis. edTPA and prepare them to be successful as Teachers of Record in a high need public school classroom?</b>				
<b>Data Sources</b>	<b>Collection Time Period</b>	<b>Analysis Method</b>	<b>Person Responsible</b>	<b>GPRA Connection</b>
Residents' assessment of quality of training particularly pedagogy training and culturally responsive pedagogy training	Semi-annually, Years 2 – 5	<ul style="list-style-type: none"> <li>• Class ratings (means, percents)</li> <li>• Ratings of quality and utility (means, percents)</li> </ul>	PIs, project staff, external evaluator	Measure 2: 1-Year Persistence
Review of residents' teaching throughout immersion to clinical practice to teaching conducted by evaluator, mentors, and principals via	Ongoing Years 2 – 5	<ul style="list-style-type: none"> <li>• Observation ratings (means, percents)</li> <li>• Thematic analysis of qualitative data</li> </ul>	PIs, project staff, external evaluator	Measure 2: 1-Year Persistence
Interviews with mentors and instructional coaches about roles and responsibilities and preparedness for	Annually, Years 2 – 5	<ul style="list-style-type: none"> <li>• Ratings (means, percents)</li> <li>• Thematic analysis of qualitative data</li> </ul>	PIs, project staff, external evaluator	Measure 1: Certification
Residents' assessment of mentors' support	Semi-annually, Years 2 – 2	<ul style="list-style-type: none"> <li>• Ratings (means, percents)</li> <li>• Thematic analysis of qualitative data</li> </ul>	PIs, project staff, external evaluator	Measure 1: Certification
<b>3. What percentage of new Teachers of Record has been retained in high needs schools for a minimum of three consecutive years after completion of the residency program? (cont'd)</b>				
<b>Data Sources</b>	<b>Collection Time Period</b>	<b>Analysis Method</b>	<b>Person Responsible</b>	<b>GPRA Connection</b>
Teachers of Record employed after 2 years in a partner high need school district	Annually, Years 2 – 5	<ul style="list-style-type: none"> <li>• Percentage of participants employed by partner schools as a Teacher of Record at the beginning of each participant's third year of employment</li> </ul>	PIs, project staff, external evaluator	N/A

Teachers of Record employed after 3 years in a partner high need school district	Annually, Years 2 – 5	<ul style="list-style-type: none"> <li>Percentage of participants employed by partner schools as a Teacher of Record at the beginning of each participant's fourth year of employment</li> </ul>	PIs, project staff, external evaluator	Measure 4: 3-Year Employment Retention
<b>4. What was the quality of the induction and professional development services and to what extent did they influence the retention rates and teaching quality of these new teachers?</b>				
<b>Data Sources</b>	<b>Collection Time Period</b>	<b>Analysis Method</b>	<b>Person Responsible</b>	<b>GPRA Connection</b>
Principal Survey	Years 2 – 5	<ul style="list-style-type: none"> <li>Frequencies and percentages (mean and standard deviations) of survey results.</li> </ul>	External evaluator	Measure 5: Student Learning
Interviews with new Teachers of Record, school executives, state-supported mentors	Years 2 – 5	<ul style="list-style-type: none"> <li>Content analysis of interview transcripts</li> </ul>	External evaluator	Measure 5: Student Learning
Data from Evaluation Instruments for all Professional Development workshops	Years 1 – 5	<ul style="list-style-type: none"> <li>Number of workshops participants attended</li> <li>Workshop survey data</li> </ul>	External evaluator	Measure 5: Student Learning
<b>5. How do teachers who have been part of the residency program compare to similarly new non-participating teachers in terms of their impact on students' achievement?</b>				
<b>Data Sources</b>	<b>Collection Time Period</b>	<b>Analysis Method</b>	<b>Person Responsible</b>	<b>GPRA Connection</b>

New Teachers of Record student benchmark data compared to non-high need Teacher Residency Program new Teachers of Record	Years 2 -5	<ul style="list-style-type: none"> <li>• T-test and regression analyses will compare benchmark data between new Teachers of Record from the high need Teacher Residency program and non-high need Teacher Residency beginning teachers**</li> </ul>	External evaluator	Measure 5: Student Learning
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**\*Note:** The evaluator will work with principals, mentors, and other project personnel to develop or revise an observation rubric and walkthrough rubric for use in observations and walkthroughs that reflect Alabama teacher competencies and project goals (e.g., culturally relevant pedagogy)

**\*\*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

**C. Adequacy of resources:**

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

The University of West Alabama is a single-campus university located in the heart of downtown Livingston on HWY US 11/80. The campus is on the western border of Alabama. Larger cities close by include Meridian, MS (30 minutes), Tuscaloosa (50 minutes), Birmingham, and Mobile. The small population in the city of Livingston and southern hospitality give UWA its small-town atmosphere that many students come to appreciate. The 600-acre campus includes nature trails, a 54-acre lake, and sculptures. Recent campus beautification projects have enhanced the natural beauty that can be found on campus.

The College of Education is committed itself to provide the resources and personnel necessary to support the objectives and activities of its **Project REACH TQP** program.

**Applicant Support:** Project REACH will be located within Lyon Hall in the College of Education. The Principal Investigator/Director can be found in Lyon Hall D .

Additional support areas include the following:

Support Area	Function of Area
Computer Labs	7 computer labs on-campus housing over 400 computers. Labs are open until midnight daily
Julia S. Tutwiler Library	Electronic Library services Expansive collection Intra-library program
The Math Lab	Open 7 days a week Schedule time for an appointment Can be face to face or virtual tutoring
The Writing Center	Open 7 days a week Schedule time for an appointment Can be face to face or virtual tutoring

<b>TeachLive Lab</b>	Open 4 days a week Opportunities to practice the craft of teaching utilizing avatars
<b>edTPA / Praxis Prep Resources</b>	7 days a week Blackboard Praxis Prep Resources 24/7 edTPA coaching – by appointment
<b>The Curriculum Library</b>	Located in the Julia S. Tutwiler library Curriculum resources to be used for planning lessons K-12 materials in all subject areas Laminator Die cut Machine / binding machine/ Cricut Machine Consumables available for student use
<b>University Campus School</b>	<b>Theory to Practice</b> classroom space On campus nursery facility– PreK program (6 week old infants to age 4)
<b>University Charter School</b>	<b>Theory to Practice</b> classroom space PreK-12 Charter School housed in the COE Place-Based Education Competency Based grading Student led conferencing
<b>Student Services</b>	Financial Aid Housing Meals Student Accounts Busing
<b>CARES Advising Center</b>	24/7 Advising Center Personalized advising One on one advising
<b>Project REACH Resource Center</b>	Teacher Residency (living wage stipends dispersed) Mentoring Support Instructional Coaching Support
<b>Center for Rural Education</b>	On-going Professional Development Rural Research Southern Hub for the Rural Schools Collaborative Alabama Affiliate for Rural Education
<b>Center for Teaching, Learning, and Leading</b>	Instructional coaching Online courses via Advancement Courses Virtual and face to face professional development Personalized PD

- ii. *The extent to which the budget is ~~adequate~~ to support the proposed project.*

**Project REACH's** proposed budget is adequate to support the project as the funds will be primarily used to **support the teacher residency program** in three LEAs in Alabama. To be exact, 68% of the funds will be spent primarily on the living stipends for the teacher residents with a small portion spent on personnel. The project only proposes hiring three instructional coaches. The other project personnel are currently on staff and have agreed to take on additional responsibilities in exchange for a small stipend. This approach saves the overall budget a lot of money. For example, in the past, we used grant dollars to hire directors and coordinators to oversee the projects. This design has a fatal flaw – once the grant expires, you must non-renew contracts. By utilizing the current COE personnel, we are better able to sustain the project long after the grant funds have been expended. Approximately, 22% of the budget will be utilized to support the teacher residents, mentor teachers, and school leaders with best practices and embedded and personalized professional development. Lastly, 10% of the budget will be spent on travel, evaluation, and supplies. Without a doubt, Project REACH's proposed budget aligns cost to the overall intent and purpose of the grant with about a \$118,000 return on investment (ROI) with the total grant budget.

A recent research showing that Memphis Teacher Residency **mentors** saw a 0.32 standard deviation improvement to their own value-added measure in the year they have a resident in their classroom compared to their own prior year value-added measure, so the impact not only impacts **Project REACH**, but the mentor teachers in the LEAs.

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

**Project REACH** is specifically designed to provide our partners with a highly-qualified teachers who are well prepared in content, concepts, pedagogy, and clinical experience to support high-need students. Through the collaborative selection of effective reformations to guide the residency program both on-site and virtual), residents will have a comprehensive experience grounded in research-based effective teaching practices through the residential experience and supported through induction. Most importantly, this shared body of knowledge and instructional practice will be applied coherently from one level of preparation to the next MTs, co-teachers, ICs, and clinical faculty as they work across different cohorts and populations of educators. Moreover, focused training that will increase the understanding of cultural competencies relative to the high-need student will better prepare new teachers for service in our high-need partnership LEAs. Focused training that prepares future teachers and strengthens current teachers regarding the cultural needs of high need students will build sustained capacity for teacher retention. The institutionalization of this project is likely to be successfully undertaken because funds received from the USDE to launch **Project REACH** will function as seed monies. These seed monies will initiate a cultural shift moving LEAs from functioning as isolated high need districts to entities with collective impact through strategically-planned collaboration with partners, with outcomes that positively impact student achievement and result in new organizational structures to continue the project. Upon completion of the project, UWA-COE, UWA-COLA, UWA-COBT and UWA-NSM faculty and staff, along with LEA partners will continue their participation as part of their regular professional assignments.

It is also anticipated that some variation of the project's structures will become permanent parts of the way that UWA functions with its LEA partners, with additional cohorts of new teachers being recruited, prepared, and supported after federal funding has ended. UWA has an

established reputation for receiving funds from local foundations, corporations, and grant funding sources that support UWA initiatives.

As lead partner in **Project REACH**, UWA-COE will continue to apply to such foundations as well as others locally and nationally to continuously improve and replicate this project's model, addressing the extreme needs for high need schools regarding teacher recruitment, preparation, induction, retention, and student achievement. Additionally, each partner is committed to the success of this initiative as noted in the provided letters of support (see **Appendix E**). Each partner is committed to the design as outlined in this proposal and is dedicated to providing resources (e.g., funding, personnel time, space, equipment, and other supports as needed) to ensure full participation and overall sustainability after grant funding.

- 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.*

UWA's **reinvestment strategy** will have been developed. The plan is to "reinvest" the tuition monies of the teacher residents. For example, an average graduate will pay approximately \$20,000 for the M.Ed. degree. UWA will continue to partner with LEAs and provide 70 % of the cost of the living stipend to the teacher residency program. The LEAs will pay the remaining 30% of the teacher resident living stipend. It is a win-win-win. The LEAs get a teacher resident for a full-year of service in the classroom co-teaching alongside the teacher for an investment of about \$10,500 per resident – a very good deal and a win!



UWA can continue to reinvest in the project, as more students enroll in the program, the University will have funds to reinvest into the project. We currently see a trend among educators who get a master's degree, 63% go on to earn an Ed.S. or Ed.D from UWA. It is a winning cycle for UWA and one that the administration supports. Lastly, the resident wins, by gaining an invaluable year of "on the job" training like no other.

**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.*

UWA-COE will be the lead applicant and fiscal agent. UWA-COE, UWA-NSM, UWA-COBT, and UWA-COLA and partner high need LEAs and schools will formalize their partnerships with MOUs documenting roles, responsibilities, and resources allocated to the project. The combined **management team** and an **advisory council** structure will ensure that all partners and relevant stakeholders can provide input and guidance into the implementation of the residency program, as well as ensure that **Project REACH** will accomplish project tasks within budget and according to specified timelines. The **management team** will facilitate day-to-day operations and provide a continuous feedback loop into project guidance and operations. The **Project REACH** PI will have fiscal and administrative responsibility for the grant and will lead the management team. Along with the PI, the management team will consist of Recruitment/ PD Coordinator, Recruitment/Field Management Placement Coordinator and Evaluation Coordinator. The management team will meet regularly to coordinate the various components of **Project REACH** and will ensure that responsibilities and activities are clearly defined and implemented. The **advisory council** will coordinate with

members of the management team to monitor progress, provide feedback, plan long-range implementation and institutionalize activities of the residency program. The advisory council will convene semi-annually and will consist of representatives from the various partners involved with **Project REACH** including, the PI, Recruitment/ PD Coordinator, Recruitment/Field Management Placement Coordinator, Evaluation Coordinator, representatives from LEAs, school principals, recruitment coordinators, placement coordinator, mentor teachers, and instructional coaches. The program timeline, aligned with the program goals and logic model, lays out a step-by-step plan to carry out and continuously improve **Project REACH**. The management plan will ensure that all grant objectives are implemented in a systematic and timely manner while meeting deadlines and upholding the quality of the partnership.

**Table 6. Project Management Plan**

<b>Goal 1- Engage selected Teacher Residents in a 14-month full-time teacher residency preparatory curriculum and professional development program that enhances their content knowledge, develops their expertise in inquiry-based learning, and cultivates their culturally relevant pedagogical skills with students and families in communities.</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Personnel</b>	<b>Evidence</b>
Orientation and PD for residents and mentors – ‘Get Ready!’ Seminar	June 2021, 2022, 2023, & 2024	PI, Management Team	Project Records
Orientation for teaching mentors and needs assessment for PD for teaching mentors	Aug 2021, 2022, 2023, & 2024	PI, Management Team, Mentor Teachers, Coordinators	Orientation agendas and needs assessment data
Mentoring for residents and PD opportunities for mentors	Aug 2021 – May 2025	PI, Management Team, Mentor Teachers, Coordinators, Instructional Coaches	Project Records
University supervision for teacher mentors	Aug 2021 – May 2025	PI, Recruitment/Field Management Coordinator, Instructional Coaches	Project Records
‘Get Ready!’ Summer Seminar (e.g. Summer STEM Day Camps, REd Talks [Rural Education Talks], etc.)	July 2021, 2022, 2023 & 2024	PI, Recruitment Coordinators	Summer Seminar agendas Project Records
Residents complete coursework and	Aug 2022, 2023, 2024,	PI, Management team,	Student files

requirements for AL certification	2025	Recruitment/Field Management, UWA Certification Office	
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**Goal 2-Recruit 60 high-achieving candidates who possess baccalaureate degrees into a program designed to help them obtain a teaching license in a high-need specialty area and a Master's of Science in Education degree while participating in a teacher residency program.**

Activities	Timeline	Personnel	Evidence
Management Team Meetings	Oct 2020 (ongoing-weekly)	Management Team	Meeting Minutes
Advisory Council Meetings	Nov 2020 (on-going semi-annually)	Advisory Council	Meeting Minutes
Recruitment Council Meetings	Oct 2020 (on-going quarterly)	Recruitment Coordinators	Meeting Minutes
Develop and disseminate Project REACH advertising (social media, electronic, print, commercial media) in LEA partner communities, offer informational meeting and recruit applicants	Oct-Dec 2020, monthly through Project Year 4	PI, Recruitment Coordinators, UWA faculty/staff	Project Records Advertising documentation
Establish application deadlines for prospective residents and mentors	End of Fall Semester (Dec) preceding the establishment of new residency cohorts	PI	Meeting Minutes
Review applications and conduct interviews of prospective residents and mentors; admit new residents; approve mentors	Jan-Feb annually preceding the establishment of new residency cohorts	Management Team	Project Records
Master's Curriculum alignment with NGSS, CCSS, UDL and high need community competence into coursework and residency activities	Oct 2020-ongoing as needed	Management Team, Faculty from UWA-COE, UWA-NSM, UWA-COLA	Course Syllabi
Visit partner schools and introduce Project REACH to prospective residency placement schools	Beginning Nov 2020-March 2021 on-going as needed	PI, Coordinators, school administrators, teachers	Project Records
Collaborate with partners to identify community-based organizations for possible community-based internship opportunities	On-going throughout project	PI, Recruitment Coordinators	Project Records
Residency observation and placement schools selected; mentors assigned	April 2021-April 2024	PI, Field Management Coordinator	Project Records
Residents participate in residency placements – 'Get Set!'	C1: Aug 2020-June 2021 C2: Aug 2021-June 2022 C3: Aug 2022-June 2023 C4: Aug 2023-2024	PI, Management Team, LEA partners/staff, MTs, and ICs	Project Records

**Goal 3-Provide Teacher Residents on-going induction support during their novice teacher years to positively impact the academic outcomes of high need public school students.**

<b>Activities</b>	<b>Timeline</b>	<b>Personnel</b>	<b>Evidence</b>
Support for (anticipated) graduates in finding and securing jobs in high-need partner LEAs –‘Go!’	March 2022, on-going throughout project	PI, Management Team, Recruitment/Field Management Coordinator, Partner LEA and school staff	Project records
Design induction and mentoring curriculum	Jan 2020 – May 2020, on-going adjustments as needed	PI, Management Team, Coordinators, Instructional Coaches, Select Mentor Teachers	Project Records, Curriculum documents
Hire Instructional Coaches	Spring 2021, on-going as needed	PI, Management Team, Coordinators	Project Records
Induction and Mentoring ‘Go!’	C1: Aug 2021-2022 C2: Aug 2022-2023 C3: Aug 2023-2024 C4: Aug 2024-2025 (Coaching will extend beyond project period to allow for two years of induction coaching for each cohort.)	PI, Management Team, Coordinators, Instructional Coaches	Project records

**Goal 4-Engage in collaborative continuous improvement efforts through partnerships with high need communities and LEAs to positively impact the learning outcomes of the students taught by the Teacher Resident in the selected high-need schools.**

<b>Activities</b>	<b>Timeline</b>	<b>Personnel</b>	<b>Evidence</b>
Disseminate project activities	On-going	PI, Management Team, Coordinators	Website, Reports
Surveys after summer, fall and spring terms	On-going throughout project (Aug, Dec, May)	PI, Coordinators, Evaluation Team	Surveys and Survey Data

Focus groups of residents, supervisors, teaching mentors, induction coaches, and external partners	On-going as needed	PI, Coordinators, Evaluation Team	Focus group protocols
Review of outputs, short-term and annual outcomes, program improvement advisory council retreats	Sept 2020 and annually to follow	PI, Management Team, Evaluation Team, Advisory Council	Survey reports, focus group themes project records, Mtg. minutes Website
Revisions to <b>Project REACH</b>	Annually, on-going	Management Team	Project records
Access student- and teacher- level data from LEA and school partners	Annually, on-going	Evaluation Team, LEA and school partner staff	Data files, project records
Analyze student achievement data	Annually, on-going	Evaluation Team	Reports
Disseminate analyses and reports to key stakeholders	Annually, on-going	Evaluation Team, Management team, Advisory Council	Project records
Integrate communication and supports through established structures among partners for on-going communication and collaboration	Annually, on-going	PI, Management Team, Advisory Council, Partner LEAs, Community Partners	
Pursue new projects among partners	On-going	Management Team, Advisory Council, LEA's	Project records; grants obtained
Incorporation of successful pedagogical strategies and <b>Project REACH</b> activities in UWA teacher preparation programs	Annually, on-going	Management Team, UWA-COE, UWA-NSM, UWA-COLA	Project Records, Curriculum review
APR	Annually	PI, PI, Coordinators, Evaluation Team	Annual reports

Key personnel are highly qualified and have relevant training and experience to support the design, implementation, and continuous improvement of **Project REACH**.

**PI/Project Director:** Susan Hester, 24%, is currently the Director of the Black Belt Teacher Corps Program, Director of Teach for Alabama, Director of the Center for Teaching, Learning and Leading and an instructor of the Teaching and Learning department. Having served as a teacher and instructional coach in a local LEA, she has a passion for working with students and teachers in high-need areas. She has also served as the Instructional Specialist for Secondary

English Language Arts, an Academic Instructional Interventionist, Gifted Education teacher, and a Title I Kindergarten teacher in a high needs school district. She was a two time recipient of the Mississippi STAR Teacher award and holds a Master's degree in Elementary Education.

**Responsibilities:** fiscal and administrative management; hire, supervise, and evaluate staff; oversee management team and advisory council.

**PD Coordinator/ Recruitment:** Banks Gordy, 18%, is currently the Coordinator of the Black Belt Teacher Corps (BBTC) at UWA, a scholarship program for future Black Belt Region teachers. She is responsible for the recruitment, selection, mentoring, and professional development needs of the BBTC. **Responsibilities:** Assist in the recruitment and selection of residents; guide and supervise clinical experiences; assist in coordination and selection of residency placement schools; coordinate selection and PD for all project components; revise curriculum for residency seminars; oversee supervision and residency seminars; provide support and assistance to all Mentor Teachers and Induction Coaches; induction and mentoring support to graduates of the residency program.

**Recruitment/Field Management Coordinator:** Sara Reynolds, 14%, is currently the Coordinator of Clinical Experiences and Internship Supervisor at UWA. She works with partnership schools to place students for all UWA-COE required field experiences and internships. She also serves as an online adjunct instructor for UWA-COE. She has served as a teacher in a high needs Head Start program and a Lead Teacher in a high needs district.

**Responsibilities:** Assist in the recruitment and selection of residents; guide and supervise clinical experiences; provide support and assistance to all Mentor Teachers and Induction Coaches; assist in coordination and selection of residency placement schools; coordinate TR placements; revise curriculum for residency seminars; oversee supervision and residency seminars.

**Mentor Teachers:** To Be Hired/Assigned. **Qualifications/Requirements:** Each resident will be paired with a Mentor Teacher from a partner school who has undergone a rigorous selection process, which includes an application, observation of their classroom practice, an interview, and principal's recommendation. This process is designed to ensure that prospective MTs' classroom practice aligns with program goals and coursework and that MTs have 3+ years of teaching experience with full licensure in the subject area(s) sought by the resident and has a preferred Master's degree. Principal recommendations and an observation protocol (including analysis of lesson plan) will be aligned with selection criteria including a prospective MT's ability to: collaborate with colleagues to improve instruction; use multiple strategies to assess students' academic needs and strengths; create learning experiences that make the discipline(s) accessible and meaningful for learners; engage and support students with different learning styles; use a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; analyze gains in student learning based on multiple valid and reliable measures; and use evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other learning community professionals. During the residency, MTs will engage with the Project Coordinator in monthly support and professional development meetings organized by cohort. These meetings have a twofold aim: (1) Shared reflection on their day-to-day work with their resident, including solution-oriented discussion around challenges and opportunities of mentoring; and (2) on-going professional development in mentoring and collaborative supervision practices. MTs will also attend seminars over the course of the year (Fall, Spring, Summer) focused on specific dimensions of their MT role (e.g., feedback



strategies when observing residents) and their own professional development (e.g., trainings in literacy, mathematics, inquiry-based STEM, computer science, etc.).

**Instructional Coaches:** To Be Hired/Assigned. **Qualifications/Requirements:** The primary responsibility of Instructional Coaches will be to provide classroom-based/virtual instructional mentoring to residents. In addition to mentoring, coaches will provide professional development in areas such as classroom management, instructional strategies, and supporting students with special needs. Individuals selected for the position will attend training and professional development throughout the school year through our Mentor Academies, Mentor Forums, professional learning teams and peer coaching. Bachelor's degree required, Master's degree preferred. Experience of five years recent classroom teaching experience preferred.

**Additional key personnel:** Faculty in UWA-COE, UWA-COLA, UWA-COBT, UWA-NSM will work in coordination with other key personnel to fulfill all project needs and to serve as content specific experts. UWA's Office of Sponsored Programs will work in coordination with the PI, and Project Coordinators to ensure all project requirements as set forth by the University and by the USDE are adhered to in accordance with specified policies and procedures. UWA's "Residency Reinvestment Plan" will generate \$1.8 million to put back into the project after grant funds are depleted. UWA will reinvest \$1.2 million (generated from tuition dollars) to the project while LEAs will contribute \$600,00 for a total investment of \$1.8 million.

*Sustainability Plan -*

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



All LEAs have fully committed to the program as the letters of support indicate in Appendix E . Each LEA will be assigned five teacher residents each year to place in schools. The LEAs will co-select the mentors to co-teach with the teacher resident. Release time for the mentor is allowed and supported through the grant. The LEAs fully support the opportunity to grow professionally with a plethora of professional development sessions over the course of the grant. Lastly, the LEAs will be eager to hire Project REACH graduates to fulfill their commitment of teaching in a high-needs school in Alabama.

## **Conclusion**

**Project REACH** is a very forward-thinking initiative focused on the importance of co-teaching and the teacher residency program. The various approaches proposed by **Project REACH** will ensure that residency candidates and current teachers are prepared to effectively teach high-need students and to work within a diverse educator workforce using methods that engage others actively and collaboratively in problem solving resulting in a quality education for all. **Project REACH** seeks to reform the American education system that often takes a one-size-fits-all approach by supporting educators in personalized learning, through PD that is impactful, by using data to inform instruction, and by providing the support needed to connect each high need school within a global society that demands even more.