



Louisiana Resource
Center for Educators



Reach to Teach! Project

a Proposal to the U.S. Department of Education,
Office of Elementary and Secondary Education's
Supporting Effective Educator Development
Program

Submitted by Reach University

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INTRODUCTION: Reach University, a private, non-profit accredited institution of higher education (lead applicant), in partnership with the Louisiana Resource Center for Educators (LRCE) Teach!, an alternative teacher certification program, New Schools of Baton Rouge, a regional non-profit supporting the development of highly-quality public schools, and four Baton Rouge Local Education Agencies, representing ten schools, serving more than 6,225 students, present herein a project proposal that will develop and implement a seamless, job-embedded pathway that leverages local, community-based talent to become highly-effective, culturally-competent, certified teachers serving students in high-need Baton Rouge schools. This proposal responds to **Absolute Priority 1** (AP1), Supporting Effective Teachers, **Competitive Preference Priority 1** (CPP1), promoting educator diversity, **Competitive Preference Priority 2** (CPP2), preparing teachers to create inclusive, supportive, equitable, unbiased environments for their students, and **Competitive Preference Priority 3** (CPP3), support for developing students' social and emotional skills.

The Reach to Teach! Project will address the ongoing shortage of highly-effective teachers in Baton Rouge during the grant period through a job-embedded, cost-effective model that embeds culturally relevant and sustaining practices into its curriculum, instructional practices, and ongoing professional development, and can be replicated in districts across the nation experiencing critical teacher shortages. The Reach to Teach! Project looks to an underutilized source of talent—the local community college system—to draw interested candidates into a seamless pathway that will employ them at partner schools while they earn a Bachelor's degree *and* teacher licensure, in just three years. Since the late 1970s, the percentage of people of color completing

Associates Degrees each year has grown from just over 14% in 1977 to more than 47% in 2019. This pool of potential teacher candidates—who are racially/ethnically representative of the United States—has remained effectively locked out of the profession because they lack Bachelor’s Degrees. The Project aims to draw them in through a robust and supportive pathway (Component 1). *Effort* and *merit* should determine one’s journey in life, *not* access to resources. As such, the Project represents a fundamental shift in higher education, leveraging the best qualities of apprenticeship models, applying them to the teaching profession as a way to *increase* the number of quality teachers in our public schools and *eliminate* arbitrary barriers to entry in a critically important sector, all while ensuring teachers are reflective of their student populations and are well-prepared to meet the ever-increasing expectations placed on them by society.

Absolute Priority 1, Supporting Effective Educators: The Project addresses Absolute Priority 1, using evidence-based strategies detailed in the WWC Intervention Report: Teacher Training, Evaluation, and Compensation (2016) to develop and implement a nontraditional preparation and certification pathway that will place fully-certified teachers in underserved LEAs in Baton Rouge. The positive outcomes in mathematics and science achievement were realized in schools serving 90% of students who qualify for free or reduced-priced lunch, and in which minority students represented 93% of the student population. The Reach to Teach! Project’s LEA partners have nearly identical student demographic data as the studies showing positive results in the Intervention Report. The Project also draws on past successful strategies implemented by Reach University in similar contexts; past successful strategies

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delivered through LRCE's Teach! Alternative certification program in preparing Louisiana-based educators; and professional development regimens to support continuous growth among instructional personnel, and organizational stability and strategic planning initiatives among New Schools for Baton Rouge's partner LEAs.

Although there are more than two dozen programs in Louisiana offering teacher preparation, they all require that candidates first possess a Bachelor's degree to apply. This requirement represents a formidable barrier that virtually eliminates the candidate's ability to work while earning their degree, thereby excluding otherwise interested candidates, particularly those who have been historically marginalized. The Reach to Teach! Project, in contrast, offers candidates the opportunity to earn their Bachelor's degree in Liberal Studies and teacher certification *while maintaining full-time employment in high-need LEAs*. The ability for a candidate to have reliable income during their preparation will attract candidates who have been effectively locked out of the teaching profession, not through any fault of their own, but by a persistent lack of imagination in how the nation prepares some of its most crucial assets—educators. Unsurprisingly, this systemic failure has disproportionately affected potential teachers of color and those who must support themselves or their families through full-time employment. By leveraging candidates who have completed their Associate's Degree in the local community college system, the Reach to Teach! Project is *both* attracting local candidates that are representative of the community, *and* guaranteeing them employment while they earn their degree and certification. Candidates need only be employed by a partner LEA and hold an AA degree to apply. Additionally, because candidates are already members of the local community, the Reach to Teach! Project

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expects to address issues with teacher retention, which have been problematic for other programs that rely on non-local candidates.

The Reach to Teach! Project will address ***Competitive Preference Priority 1***, by concentrating recruitment efforts on AA degree completers at Baton Rouge Community College, which serves more than 8,000 students, 62% of whom identify as students of color (Office of Institutional Effectiveness and Strategic Initiatives, BRCC 2021). The Reach to Teach! Project also eliminates the cost barrier for candidates from low-income backgrounds by ensuring tuition costs for earning a Bachelor's degree in Liberal Studies through Reach University are *zero*. This model ensures that students will not take on the burden of student loans—another system that disproportionately impacts students of color, diminishing their lifelong earning potential—and therefore does not contribute to the burgeoning student loan debt crisis.

The Reach to Teach! Project will address ***Competitive Preference Priority 2***, through a curriculum—both in the BA and certification programs—that embeds culturally-responsive, identity-realization, and trauma-informed teaching practices into the curriculum (Component 2). Because candidates are employed in the LEAs throughout their Reach to Teach! Project experience, they have the opportunity to *immediately* apply their learnings in instructional settings, promoting a continuous feedback and improvement cycle supported by mentors (Reach) and instructional coaches (LRCE).

The Reach to Teach! Project will address ***Competitive Preference Priority 3***, through foundational courses in child development in the Bachelor's program that connect and critically examine human development and the social factors that impact it. Candidates then, through the LRCE curriculum, begin to apply those lessons in

practice, while diving deeper into the topics on the science of learning, culturally-responsive teaching, and comprehensive SEL strategies. Again, because candidates are employed in LEAs—and working in the classroom—while in their pathway, they are able to practice their lessons in real time and receive immediate feedback from both mentors/instructional coaches *and* students. These concepts are reinforced through a continuous professional development regimen implemented in partner LEAs through New Schools for Baton Rouge’s robust offerings, and through dynamic platforms like TORSH Talent that provide customized professional development (Component 3).

Importantly, in meeting Competitive Preference Priorities 2 and 3, candidates are also building their own skills and knowledge in resilience through a deep understanding of trauma and how it impacts their approach to instruction. As the nation continues to ask more of its educators, providing these fundamental lessons in how human development is impacted at the societal level, will be critical to their persistence in the teaching profession and their ability to build trust with their students, prepare them for the future, and reflect on their own personal growth.

(a) PROJECT DESIGN

- (i) *The extent to which training or professional development services are of sufficient quality, intensity, and duration to lead to improvements in practice.*

Reach University, along with Reach to Teach! Project partners Louisiana Resource Center for Educators (LRCE) and New Schools for Baton Rouge (NSBR), will implement a seamless teacher preparation pathway that prepares and places more than 140 highly-effective teachers in our initial group of high-need partner LEAs in the East Baton Rouge region by the end of the grant period, and more than 550 by the end of project year five as the Project expands.

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The Reach to Teach! Project borrows evidence-based strategies used by Teach for America to efficiently prepare candidates to teach in high-need, high-poverty schools in underserved communities, including teacher candidates gaining experience by teaching in a real classroom setting alongside an experienced educator, receiving continuous feedback through observations, providing instructional coaches to support the development of the teacher candidate, delivering instruction in instructional planning and delivery, classroom management, diversity, and literacy development, in addition to ongoing supports and professional development (Chiang, Clark and McConnell 2014). However, the Reach to Teach! Project *expands upon* and *enhances* these evidence-based strategies through deeper preparation of teacher candidates, and—in stark contrast to TFA—draws teacher candidates *from the local community*, preparing existing community assets to become educators in the communities in which they already call home. The Reach to Teach! Project partners are confident that these innovations that build on the prior successful strategies of TFA will not only improve teacher preparation and student achievement, but *improve teacher retention*, an issue with which the TFA model has struggled (Donaldson and Moore Johnson 2011).

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The graphic above represents the pathway a teacher candidate will follow to become a fully-certified teacher of record. The primary candidate source for the Reach to Teach! Project will be students completing their Associate's Degrees at Baton Rouge Community College, which has eight locations across six parishes. Reach University and LRCE will provide the necessary resources and personnel to prepare teacher candidates to meet state requirements for licensure. New Schools for Baton Rouge, with their deep connections in Baton Rouge's education community, will act as the connective tissue that supports the recruitment of teacher candidates and the ongoing development of, long-term strategic planning for partner schools, along with access to Baton Rouge LEAs.

The Reach University Experience for Teacher Candidates: Reach University's Bachelor's Degree in Liberal Studies is housed within the university's Oxford Teachers College, and comprises a total of 120 program hours, with the majority of those hours taking place during evenings in the Fall and Spring, over a two-year period. Nearly all courses have a synchronous component, during which students meet as a class (1-3 hours) with the professor. The synchronous portions of the courses are facilitated through the Oxford Tutorial Method, an inquiry-based, personalized approach, learning pioneered by Oxford University (Mallinson 1941). The remainder of the course assignments and interactions take place asynchronously. Students are introduced and supported in Culturally Responsive and Sustaining Pedagogies (CRSP) through their Content courses and later, in Methods course work. Culturally Responsive and Sustaining Pedagogies connects three similar, but distinct educational practices: *Culturally responsive pedagogy* refers to teaching that, among other things,

demonstrates an understanding and appreciation of students' personal cultural knowledge and uses students' prior knowledge and culture in teaching. *Culturally relevant pedagogy* helps students become academically successful, cultivates cultural competence by helping students accept and affirm their cultural identities, and develops critical consciousness. *Culturally sustaining pedagogy* maintains heritage, values, cultural and linguistic pluralism. It has the explicit goal of sustaining and supporting bi-/multilingualism and multiculturalism (Altheria 2021). Reach's Social-Emotional Learning Curriculum & Instruction. *Semester Content*: Students analyze the underlying strategies and active practices that skilled educators must implement to support sustainable, equitable, and emotionally safe classroom culture. Aligned to Learning for Justice (formerly Teaching Tolerance), a research-based project of the Southern Poverty Law Center, students examine the five critical components of classroom culture with the understanding that there are often external factors impacting student well-being and performance, yet skilled educators find ways wherever possible to ensure that these critical components are present in all aspects of the classroom. *Critical Component #1: Honoring Student Experience. Critical Component #2: Thoughtful Classroom Setup and Structure. Critical Component #3: Shared Inquiry and Dialogue. Critical Component #4: Social and Emotional Safety. Critical Component #5: Values-Based Classroom Management. Semester Capstone: Micro-credential in Classroom Culture.*

Reach's Culturally Responsive and Sustaining Pedagogy (CRSP). *Semester Content*: Students identify and evaluate successful strategies for implementing and sustaining the critical components of anti-bias instruction, a major component of CRSP. In alignment with Learning for Justice, students examine the five critical

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components of anti-bias instruction and how skilled educators facilitate instruction that reflects the rich diversity of the classroom, community, and world. *Critical Component #1: Critical Engagement with Material. Critical Component #2: Differentiated Instruction. Critical Component #3: Cooperative and Collaborative Learning. Critical Component #4: Real-World Connections. Critical Component #5: Values-Based Assessment, Evaluation, and Grading.* These critical components are also in alignment with key elements of Culturally Responsive Teaching set forth by Gloria Ladson Billings (1995) and by New America (Muñiz 2019). Semester Capstone: Micro-credential in Anti-Bias Instruction.

Reach's micro-credentials are designed and administered in partnership with Digital Promise. Each micro-credential submission requires an estimated 5–15 hours of work (specific to the micro-credential; not including the learning and experiences required in preparation). Upon completion of each micro-credential, students earn a digital badge to showcase on their professional profiles. Students submit digital portfolios to demonstrate mastery of each competency. Submissions are reviewed by expert educators, ensuring that achieving a micro-credential represents a meaningful early step on an educator's path to accomplished teaching.

CRSP are ongoing practices; as such, Reach ensures students are not learning these critical practices in silos, rather, they gain an understanding that this pedagogy should be present and continually refined throughout their time at Reach and in everything they do in their classrooms, from lesson plans to individual interactions with students to their own personal and professional growth.

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Reach University organizes its courses into content ‘clusters’ or ‘bundles’, by which a single subject area is taught each semester to encourage a concentrated focus on that subject area, promoting a deeper grasp of the subject matter. This approach is in contrast to traditional methods in higher education of teaching disparate subjects within each semester. Students on the pathway will engage in the Content Track (foundational content courses taught by Reach faculty) and the Methods Track (foundational methods courses integrated with LRCE’s Teach! curriculum, and taught by LRCE faculty).

The LRCE Teach! Experience for Teacher Candidates: LRCE offers its alternative certification program in two phases—Phase One: Institute, and Phase Two: Practitioner License Year. To ensure equity of access, Phase One: Institute is offered through two course schedule options—a 7-week intensive over the summer months, or across 30 weeks during the academic year. Both course schedule options cover the same material, however, the 30-week option provides additional flexibility to those candidates who need it. Teachers that have completed LRCE’s Teach! teach in early learning, elementary, middle, high school, and alternative settings. As such, the Teacher Leadership course focuses on developing teachers to recognize bias in schools, create opportunities to improve leadership, and self-awareness to help teachers create those same inclusive, supportive, equitable, and identity-safe learning environments. Extensive development for trauma-informed practices is based on the work of Safe Schools NOLA and Lives in the Balance, which uses Collaborative & Proactive Solutions (CPS), an evidence-based model that helps caregivers focus on identifying the problems that are causing concerning behaviors in kids and solving them

collaboratively and proactively. Beginning-of-year coaching is specific to creating trauma-informed spaces, and is rooted in understanding the impact of community-based violence on young people in Louisiana. Classroom Environment courses are based on trauma-informed practices to create those settings (relationships, brain science, culturally competent classrooms, restorative practices, resilience, etc.). Content courses are focused on equity within the classroom based on exposure to grade level content, engagement of all students, equitable and safe practices. Special Populations courses support teachers with teaching all students and fully understanding their role as a general education teacher for supporting all students.

Reach to Teach! Project Pathway Course Sequence, BA-to-Certification

Reach University, Fall, Year 1. Content Track: College Grammar; Arts in Education; Introduction to Teaching Methods; World History: Critical Approaches for Educators; US History: Critical Approaches for Educators; Politics and Government: Critical Approaches for Educators. Methods Track: Establishing Foundations for Teaching and Learning (social science).

Reach University, Spring, Year 1. Content Track: Numbers and Operations; Algebraic Thinking; Geometry, Data, Probability. Methods Track: Establishing Foundations for Teaching and Learning (mathematics).

Reach University, Fall, Year 2. Content Track: Bootstrap Coding; Louisiana History; Physical Science; Earth Science; Biology. Methods Track: Establishing Foundations for Teaching and Learning (sciences).

Reach University, Spring, Year 2. Content Track: Science of Reading; Literacy in the Classroom; Literacy. Methods Track: Establishing Foundations for Teaching and Learning (literacy). **LRCE Teach! Phase One** (7 or 30 weeks). Pre-service Training; Five Core Courses: (1) Content - Standards, pedagogy, and curriculum for content area; (2) Classroom Environment - Creating safe & structured classrooms aligned to trauma-informed practices; (3) Teacher Leadership - Mindset & competencies for culturally response and relationship-based approaches to leading others; (4) Pedagogy and foundation form working with students with exceptionalities and English learners; (5) Science of Reading - foundational understanding and pedagogy for teaching students how to read. *Praxis support*: individual coaching, 240 Tutoring, Praxis Math Core class.

Praxis: during LRCE Teach! Phase One, teacher candidates receive intensive Praxis support in order to pass the exam. This is a requirement to begin Phase Two.

End of Year 2:

Bachelor of Arts in Liberal Studies earned! Practitioner's License earned!

LRCE Teach! Phase Two, Practitioner License Year as Teacher of Record in Partner School. Four Quarter Course Sequence. Quarter One: Tier Two & Three Behavior Supports; Responding to Student Work. Quarter Two: Scaffolding; Effortful Thinking through Guided Discourse. Quarter Three: Deep Processing through Examples & Non-Examples; Data Analysis for Unfinished Learning. Quarter Four: Literacy in Content Areas; End-of-Year Review.

End of Year 3:

Level 1 Teachers License earned!

Post-pathway Completion: newly-licensed teachers receive induction services through their LEA, participate in professional development through NSBR within their LEA, and are provided instructional coaches to continue developing their knowledge and skills as educators.

The course sequence above is designed to encourage persistence and retention in the pathway. Students receive advisor support on a weekly basis so actual or potential barriers to completion are addressed immediately. LRCE Teach! updated its approach to Praxis support, providing additional opportunities for candidates to receive supplementary instruction; as a result, LRCE Teach! saw a 22% increase in candidates of color passing Praxis, and an associated 87% growth in persistence through the program for candidates of color. LRCE projects that candidates of color will actually outpace their White counterparts in earning their practitioner's license in 2022-23.

(ii) *Designed to build capacity and yield results beyond Federal assistance.*

The teacher apprenticeship program model pioneered by Reach University to address the nation's teacher shortage is called the "Reach Method", a first-of-its-kind accredited, apprenticeship-based degree that is fully job embedded. In the first six months of the grant period, the Reach to Teach! Project partners will engage in alignment activities that will systematize the BA-to-certification pathway and supportive

professional development regimens, in order to leverage the strengths and expertise of each Project partner and ensure capacity building that supports the long-term sustainability of the pathway beyond the grant period.

Using the Reach Method as the guiding model, Project partners will engage in the capacity-building activities below to ensure the Method is implemented and the pathway is sustainability. The Reach Method is comprised of five design innovations that set the model apart from prior efforts to build teacher preparation pathways:

(1) Efficiency: the work (i.e., the full-time job held at a partner LEA) of a teacher candidate counts for approximately 50% of the credit hours leading to their degree; the remaining 50% comes from online seminars that link theory with practice. The result is an experience where $1 + 1 = 1$. In other words, full-time school employees are also full-time undergraduate students, however, because the experience is intentionally integrated, their work efficiently counts for *both* their degree *and* their job. *Capacity-building activities: establishing regional accreditation for a new kind of degree that is explicitly apprenticeship based.*

(2) Flexibility: online synchronous seminars are on nights and weekends, therefore increasing equity of access because there is no need to travel to a university campus. *Capacity-building activities: ensuring ubiquitous access to online collaboration and conference tools, like Zoom, etc. for current and future partners/participants.*

(3) Relevance & Applicability: All aspects of the program use on-the-job experience as fodder for learning; the workplace becomes the “case study” where teacher candidates apply their learning in real time. *Capacity-building activities: course assignments reflect local context—what is happening on the job is “homework”.*

Time Breakdown of a Traditional 3-credit College Course

33%: Lectures	67%: Homework
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Time Breakdown of an Apprenticeship-based Degree 3-credit College Course

33%: Socratic Seminars	17%: OTJ Training	50%: Credit for Work
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(4) Affordability: By virtue of a teacher candidate's participation in the Reach to Teach!

Project, they have secured a paid position working in a partner LEA. In contrast to traditional stipend-based teacher preparation programs (e.g., teacher residencies), the teacher candidate is working in a relevant position at the school partner and is earning a living wage--or better. Meanwhile, program costs are kept low as tuition costs fit within available sources of federal/state grants, sometimes supplemented by employer-funded scholarships. Critically, no future teacher takes on student loan debt. *Capacity-building activities: (a) no campus overhead as it relates to a physical location; (b) borrow from the medical education model when it comes to faculty: faculty is composed of mix of full-time staff and part-time "professors of practice"--master teachers, including award-winning teachers (e.g., Teachers of the Year)--who hold K12 teaching jobs while also serving as faculty (like attending physicians in a teaching hospital ER who also serve as clinical faculty in a school of medicine).* (5) Professional Capital: Partner school employers commit to re-imagining their overall human capital model, turning non-teaching staff positions into developmental roles with built-in upward mobility into the teaching profession. At the conclusion of a teacher candidate's journey along the pathway, a promotion is waiting and they put their newly-earned degree to immediate use. *Capacity-building activities: revising recruiting strategies to look at "non-traditional" candidate pools (e.g., AA degree completers, existing school personnel).*

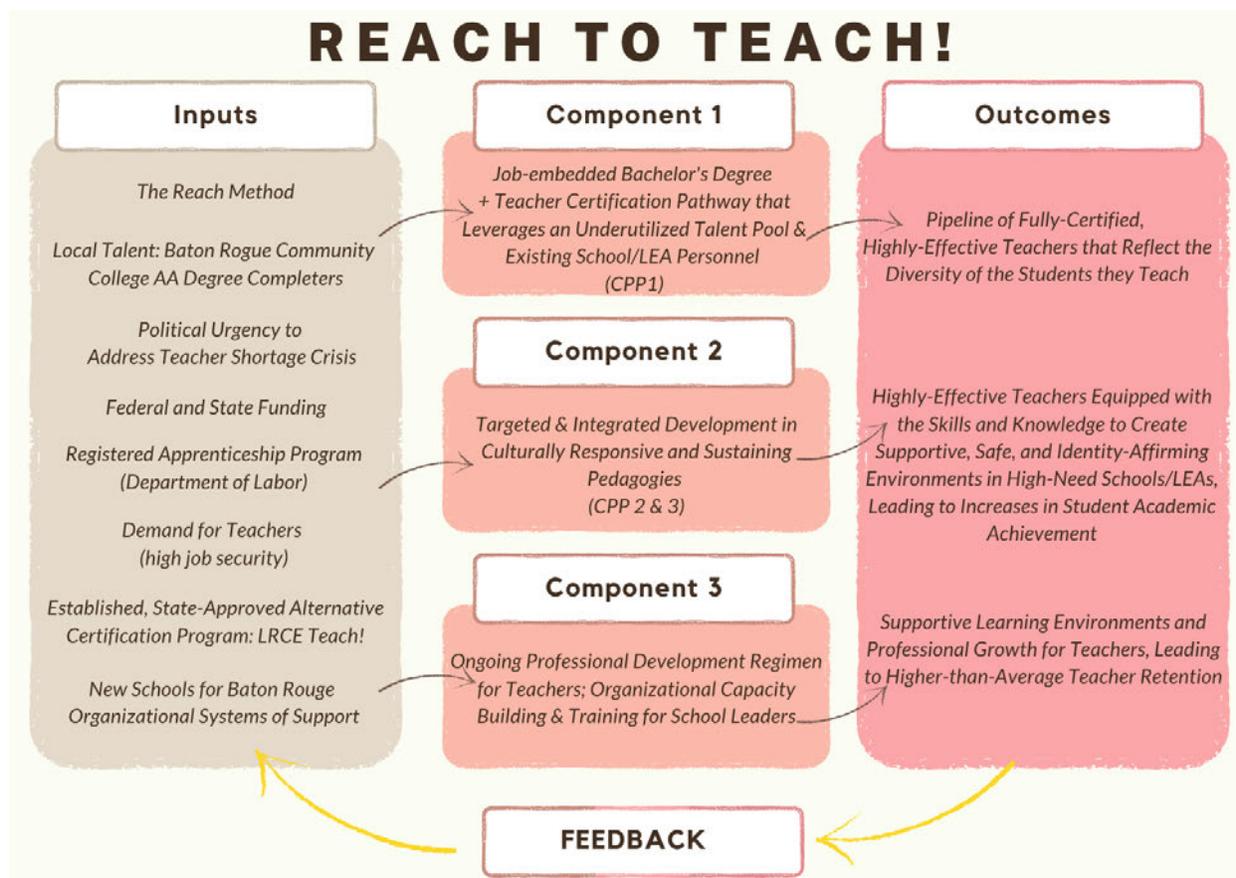
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With the Project's intention of building a sustainable teacher preparation pipeline, these capacity-building activities will provide the foundation on which the pathway will be secured and from which it will grow to serve community colleges, teacher candidates, LEAs, and students beyond those participating in the Project's initial phase.

(iii) Conceptual framework

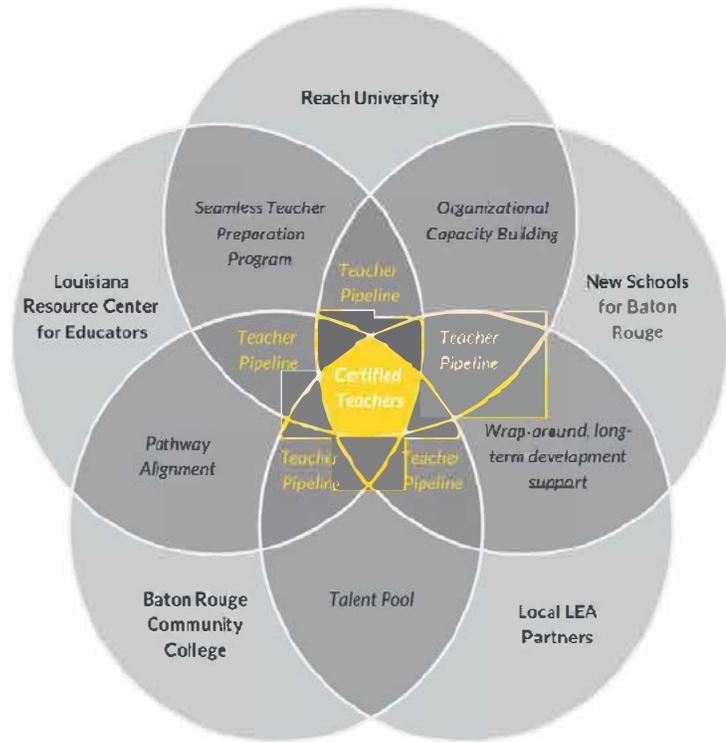
The Reach to Teach! Project's conceptual framework rests upon centuries of evidence demonstrating that apprenticeship-based learning produces high-quality, skilled workers. This model has traditionally been applied in manual labor settings requiring specialized skills. However, the underlying concept of the apprenticeship model is now being applied to other contexts—“white collar” sector—and is recognized by the federal government as



(iv) *Collaboration of appropriate partners for maximizing effectiveness of services.* The graphic below—a magnolia bloom, Louisiana’s state flower—demonstrates the convergence of collaborative activities that will lead to the realization of the ultimate goal of a sustainable pipeline of appropriately-certified, highly-effective teachers teaching in Baton Rouge schools. The Reach to Teach! Project leverages the innovation of Reach’s job-embedded Bachelor’s Degree program, pairing it with long-established, trusted local organizations with track records demonstrating their impact on the local Baton Rouge education community. Adding Reach University to this ecosystem *eliminates* a barrier to entry for candidates interested in becoming certified teachers, thereby increasing equity

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of access to the profession, and, in time, upward mobility of the community as a whole, both in economic terms (for teachers) and intellectual terms (for their students).



(v) *Design is appropriate to, and will successfully address, the needs of the target population or other identified needs.*

The Reach to Teach!

Project will work closely with local

Baton Rouge LEAs (all meet the

definition of a "high-need" LEA) to implement a sustainable pathway, along with

processes/procedures that address teacher shortages, and specifically prepare future

teachers equipped with the knowledge and skills necessary to effectively educate Baton

Rouge students. The starting point for the Reach to Teach! Project is a partnership with

a LEA; as such, the Project—by design—directly addresses the needs of the local

population because the immediate needs and long-term plans of the stakeholders are

considered at the very start. *The appropriately-certified teacher and school performance*

score data reflected below are from LDOE 2018-19, the most recently available.

IDEA Public Schools—Southern Louisiana, East Baton Rouge Parish					
School + Performance Score	Grades	Enrollment	EDS	Students of Color	Teachers of Color
IDEA University Prep (n/a)	K-7	510	95%	99.7%	*
Classes Taught by Appropriately-		*	Teacher Retention		*

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Certified Teachers ⁱⁱⁱ			Rate		
IDEA Bridge (D)	K-10	1,118	94%	91.5%	82%
Classes Taught by Appropriately-Certified Teachers		18%	Teacher Retention Rate		83%
IDEA Innovation (C)	K-10	953	87%	95%	80%
Classes Taught by Appropriately-Certified Teachers		26%	Teacher Retention Rate		72%

HELIX Community Schools, East Baton Rouge Parish					
School + Performance Score	Grades	Enrollment	EDS	Students of Color	Teachers of Color
Helix Mentorship STEAM Academy (C)	9-12	394	89%	99%	90%
Classes Taught by Appropriately-Certified Teachers		44%	Teacher Retention Rate		77.1%
Helix Aviation Academy (n/a)	6-8 (K-12)	53	87%	94%	*
Classes Taught by Appropriately-Certified Teachers		*	Teacher Retention Rate		*
Helix Legal Academy (n/a)	6-8 (K-12)	19	84%	100%	*
Classes Taught by Appropriately-Certified Teachers		*	Teacher Retention Rate		*

GEO Academies, East Baton Rouge Parish					
School + Performance Score	Grades	Enrollment	EDS	Students of Color	Teachers of Color
GEO Prep Academy (C)	K-6	711	89%	99%	95%
Classes Taught by Appropriately-Certified Teachers		16%	Teacher Retention Rate		63.2%
GEO Prep Mid-City (T)	K-8	666	96%	100%	100%

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<i>Classes Taught by Appropriately-Certified Teachers</i>		6%	<i>Teacher Retention Rate</i>		64.3%
GEO Next Generation (n/a)	9-12	286	88%	99%	88%
<i>Classes Taught by Appropriately-Certified Teachers</i>		20%	<i>Teacher Retention Rate</i>		54.5%

BASIS Education, East Baton Rouge Parish					
School + Performance Score	Grades	Enrollment	EDS	Students of Color	Teachers of Color
BASIS Baton Rouge, Materra Campus (B)	K-8 (K-12)	739	42%	45%	28%
<i>Classes Taught by Appropriately-Certified Teachers</i>		35%	<i>Teacher Retention Rate</i>		82.8%

*School opened after most recently available LADOE teacher data.

As can be seen in the tables above, Reach to Teach! Project partner schools demonstrate a range of characteristics—years in operation, overall performance scores, diversity of teachers, ranges of teacher certification, and teacher retention data. Given the breadth of services that the partnership represents, the Reach to Teach! Project is uniquely positioned to address the individual needs of school partners and develop long-term strategic initiatives that will address any gaps in teacher certification, shortage, retention, diversity, and student academic outcomes overall. In fact, because some of the schools in these LEAs have just recently opened, the Project will help them build pipelines of highly-effective teachers from the start, ensuring they never develop a teacher shortage to begin with!

Importantly, Louisiana does not require that teachers teaching in charter schools be certified. The schools shown in the tables above are all public charter schools. Louisiana is **one of only two states in the nation**, and the District of Columbia, that do

not require any certification *at all* of teachers in K-12 education (Education Commission of the States 2018). While hiring non-certified teachers can help in addressing teacher shortages in the near term, ensuring their certification through the Reach to Teach! Project with the LRCE Teach! alternative certification route, will positively contribute to greater teacher efficacy and retention. While the first task is to recruit high-quality teacher candidates, the second then necessarily becomes **supporting their development and retaining** them. Research shows that teacher experience matters for three key reasons: (1) Experienced teachers are on average more effective in raising student achievement than their less experienced colleagues (Ladd 2013). (2) Teacher impact on student achievement only grows over time—there is no “plateau” point after which experience has no further impact on achievement (Ladd 2015). (3) As teachers gain experience, they also contribute to a stronger school community by creating improvements in student behaviors (e.g., reducing absenteeism) (Ladd 2015).

Unfortunately, the reform movement is characterized by a specific talent management mindset that struggles to recruit, develop, and retain an experienced workforce. Charter administrators may hire teachers who are not highly qualified and are given no incentivization (positive or punitive) to ensure staff eventually obtain certification. These types of lax requirements are a product of a reform movement seeking to change the status quo by providing leaders with the latitude needed to operate around both real, and perceived, structural barriers to accessing traditionally certified teachers. During a recent review period, New Schools for Baton Rouge observed three key trends that, left unaddressed, could threaten the long-term success of our community’s schools: **(1) High rates of teacher turnover.** In 2016-2017, 44% of

teachers in Baton Rouge charter schools resigned—36 percentage points higher than the national rate and 15% above the District’s rate (Learning Policy Institute 2016). **(2)**

High levels of inexperienced teachers. 76% of the teaching workforce surveyed during NSBR school reviews had five or fewer years teaching experience. 51% of the teaching workforce within the NSBR portfolio is a novice teacher with only one or two years of experience. **(3) Immature talent management practices.** Qualitative evidence suggests that school administrators need additional training and support to build stronger staff and student cultures. Specifically, two trends have been observed. First, community partners, teachers, and teacher certification program leaders have all noted that leaders need additional training leading across four key lines of differences: race, gender, age, and experience. Second, 71% of school leaders have not provided evidence that they have clear pathways for sustainable growth and development for individual teachers.

The average “years of experience” for teachers in Baton Rouge charter schools is below both the national and state average. Our charter schools have a workforce comprised primarily of teachers with five or fewer years’ experience, 59% of whom are not certified in Louisiana to teach the grade level and/or content they’re assigned to, and more than 49% are not considered “highly qualified” (by Praxis exams) to teach their grade level and/or content they’re assigned.^v The resulting lack of seasoned teachers means that teachers with little-to-no experience teaching have limited access to mentorship support, institutional knowledge, best practices learned through application and experience, and/or ability to effectively create high quality resources for students who require help beyond a scripted curriculum.

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In this workforce, “veteran” teachers are those who remain beyond year two. They then become tapped for leadership and assume the responsibility of supporting a novice teaching force despite their own limited development and experience. This limited capacity creates a vicious negative feedback loop, which is fueled by persistent gaps in staff development, low levels of self-efficacy as novice teachers struggle with classroom management, learning how to teach, and for many, learning *what* to teach. This in turn results in high levels of burnout and eventually turnover. A teacher leaving after August almost certainly means that the departing staff member will be replaced by *another* novice teacher who inadvertently feeds into this cycle. With continued staff turnover and a lack of institutional knowledge, school’s face a ceiling on their levels of student achievement as they are forced to re-teach and retrain new teachers every year rather than build the capacity and deepen content knowledge of all staff. In our current landscape, skill development and content advancement is stymied by high turnover, making it difficult for schools to develop a workforce of experienced educators with both the content and skills needed to help students continuously master standards.

In the initial phase of the Reach to Teach! Project we are focusing on charter schools serving Baton Rouge, specifically those that are supported in part by New Schools for Baton Rouge. While problems of teacher shortages and retention exist across Louisiana’s schools, the explosive growth of charter schools in the state, and their state-mandated ability to bypass teacher certification requirements, presents a compounding negative impact on the already immense problem of uncertified teachers doing their best to educate Louisiana’s students. As such, the Project addresses both teacher preparation and certification at the front end (BA + licensure), *and* teacher

certification for educators already teaching in the classroom, but lacking a full license.

Furthermore, through the Project's partnership with LRCE and New Schools for Baton Rouge, existing teachers in the classroom will be supported through targeted professional development unique to their local school context. Additionally, school wide systems of support provided by New Schools for Baton Rouge help with organizational stability, leadership training, strategic planning, and long-term, sustainable growth. As such, *all personnel* are supported in their professional growth, contributing to strong retention across these educational systems.

(b) SIGNIFICANCE

(i) Importance or magnitude of the results or outcomes likely to be attained.

Louisiana's teacher shortage has had profound ripple effects. Beyond the raw numbers—more than 2,500 teacher position vacancies in Louisiana—students and teachers alike are negatively impacted by this reality. Current teachers are being used as substitutes, during what should be their planning time, to back-fill empty classrooms. Teacher-to-student ratios have dramatically increased. The impacts are affecting student learning outcomes *and* increasing teacher burnout, further exacerbating an already dire situation. Furthermore, the pipeline of students entering degree programs to become teachers has shrunk dramatically in the past decade.

In April of this year, the Geaux Teach scholarship fund was created by the state legislature to encourage high school students to enter traditional degree programs that prepare them to be future educators. The Fund would provide scholarships to qualified students—qualifications that have yet to be defined. Furthermore, the legislation that created the Fund designated *no money for the Fund* (Canicosa 2022).

In May of this year, the House committee in the Louisiana state legislature passed a resolution that recommends all House members volunteer as substitute teachers (Allsop 2022). Additionally, National Guard service members have been filling in—in uniform—as substitutes in Louisiana schools. “██████████, a member of the state Board of Elementary and Secondary Education, works as a substitute teacher in East Baton Rouge and Ascension parishes. He told lawmakers he asked a class of high school students if they could change anything, what would they do. ‘A couple of students raised their hand and very sincerely said, ‘██████████, can you get me a teacher?’ he said” (Canicosa 2022).

These measures are wholly inadequate and do little to address the long-term crisis of teacher shortages in Louisiana. Further, they lack a fundamental consideration of the totality of the problem. It’s one thing to attract someone to the teaching profession; it’s something entirely different to *keep* them in the teaching profession. An early 2022 survey conducted by the National Education Association found that a shocking 55% of educators reported that they were considering leaving the teaching profession earlier than they had planned. The same poll also found that 62% of Black and 59% of Hispanic/Latino educators were considering exiting the profession. Educators of color are already underrepresented in the teaching profession; their exits will only make matters worse, especially for students of color.

The Reach to Teach! Project design and its objectives respond *to the reality on the ground*. While the efforts described above offer creative stopgaps, they fail to build a sustainable pipeline that attracts *and retains* highly-effective educators, and they completely ignore untapped sources of local talent. In contrast, the Reach to Teach!

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Project will, by year five, prepare more than 550 teachers, recruiting them from local community colleges, and establish a sustainable pipeline that prepares—and retains—even more. The Reach to Teach! Project will also recruit folks who are already working in our partner schools. These existing educators are paraprofessionals, instructional aides, classified office personnel; in other words, they are people who have connections to the local education system and *are members of the local community*.

Pairing Reach University's and LRCE's robust supports for teacher candidates with integrated preparation in Culturally Responsive and Sustaining Pedagogies, means that teacher candidates will matriculate from the pathway with the skills and knowledge to prepare students academically *and* build their social-emotional resilience.

Importantly, teachers themselves will be impacted by the courses and materials provided during their time in the pathway, and sustained beyond pathway completion through supportive professional development regimens organized at the LEA level in partnership with New Schools for Baton Rouge.

The importance of this initiative is hard to overstate—it doesn't rely on stopgaps, short-term fixes, or gimmicks—it's a truly *responsive* approach to reality.

(ii) *Costs are reasonable.*

The costs related to implementing and scaling the Reach to Teach! Project are reasonable and contribute to a sustainable growth model. The majority of costs are related to the dedication of full-time equivalent personnel to act as coordinators and site-based staff to assist in carrying out project activities and implementing systems and processes that ensure project efficiency and contribute to capacity-building efforts that will sustain the project beyond the period of grant funding. Costs related to preparing students in the Bachelor's program represent necessary investments in starting the

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program in a new region, and includes marketing and recruitment expenses, in addition to travel costs for in-person meetings with project personnel during the grant period.

These costs decrease over time as the project realizes economies of scale.

(iii) *The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding.*

The Reach to Teach! Project reflects Reach University's Baton Rouge iteration of its already successful BA-to-certification program that has yielded results for LEAs in California and Arkansas. Additionally, Reach has developed similar BA-to-certification pathways in partnership with alternative certification program providers, like TNTP, that address the local and regional needs of partner LEAs. Reach's programs are designed to be flexible; rigid—and often arbitrary—requirements placed on traditional pathways to teacher certification are precisely what Reach's programs avoid. As such, by using our core values as our guiding principles, Reach can meet the unique needs of most LEAs looking to address their teacher shortage problems. Reach University's partnership with LRCE and NSBR will create a whole-service ecosystem that serves stakeholders from underrepresented folks interested in exploring the teaching profession, to LEAs looking to implement long-term teacher pipelines and organizational expansion. The Reach to Teach! Project will assist in LRCE's scaling efforts to reach additional interested teacher candidates and serve more LEAs. The Reach to Teach! Project represents a long-term, strategic partnership that will address teacher shortages. With the project team's existing connections to decision-makers at the Louisiana Department of Education, the project team sees a viable path to expanding this model statewide in a relatively short time-span. The Project leverages economies of scale by Year 3 of the grant period, and becomes financially sustainable as enrollment increases.

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(iv) *Results of are to be disseminated in ways that will enable others to use the information or strategies.*

As an organization, Reach University's overarching goals are (1) to end teacher shortages by 2032 by developing 300,000 additional teachers via apprenticeship degrees in all 50 states. This goal represents our desire to end *structural* teacher shortages. (2) To reach a demographic match by 2035 in which a student-teacher demographic match is achieved in K12 schools by prioritizing historically excluded populations as teacher apprentices. To be sure, these are ambitious goals. However, the teacher shortage crisis is a problem that *requires* ambitious goals—stop gaps or status quo initiatives are untenable. As such, Reach University is treating the Reach Method like a coder would treat open-source software—we WANT the model shared so local communities can use this framework to address their own workforce shortages. Reach University is already engaging with partners around the nation to offer technical assistance in creating job-embedded teacher preparation pathways that leverage and uplift local talent to be long term educators in their communities. As part of this Project's activities, Reach will develop white papers and conference presentations to disseminate the model and provide the data to demonstrate its efficacy. Furthermore, Reach is engaging the Department of Labor and other state and federal agencies to broaden the sectors supported by Registered Apprenticeships.

(c) MANAGEMENT PLAN

(i) *Goals, objectives, and outcomes are clearly specified and measurable.*

Objectives	Outcomes
Goal 1: Increase number of highly-effective licensed teachers in high-need Baton Rouge LEAs [AP1, CPP1]	
1.1: Annual candidate recruitment meets the needs of partner LEAs	Y1: 155 candidates recruited; 40% identify as POC Y2: 201 candidates recruited; 45% identify as POC Y3: 333 candidates recruited; 50% identify as POC

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1.2: Percentage of candidates persisting for 3 years matches non-Pell recipient rates	80% of candidates earn 30 credits in Y1 through Reach; 72% of candidates earn additional 30 credits in Y2; 72% of candidates each a BA by end of Y2; 55% of teacher candidates will complete their Level 1 Teacher's License by the end of Y3
1.3: Four-year candidate persistence	70% of candidates on track by the end of Y3 to complete Level 1 Teacher's License by end of Y4
1.4: Teacher candidates are hired by their 'home' LEA as full-time teachers of record	90% of successful program completers are hired by their LEA as teachers of record
1.5: Teacher candidates are satisfied with the program	80% of teacher candidates report satisfaction with their pathway and feel supported in their journey
Goal 2: <i>Scale the Reach to Teach! Project's impact by forming partnerships with additional high-need LEAs in Louisiana [AP1]</i>	
2.1: Increase Reach's partnerships with Baton Rouge LEAs	Y2: 2 additional LEAs have MOUs with Reach
2.2: Increase Reach's partnerships with LA LEAs	Y3: 3 additional LEAs have MOUs with Reach
Goal 3: <i>Retain highly-effective teachers in their 'home' districts (those in which they first entered the pathway) [AP1, CPP2, CPP3]</i>	
3.1: High 3-year retention as teachers of record	75% of teachers hired by their 'home' districts are retained for a minimum of three years
3.2: High percentage of teacher candidates report feeling prepared to teach	80% of teachers report feeling well prepared by their pathway one-year post completion
Goal 4: <i>Increase overall student achievement in LEAs served by the project [AP1, CPP2, CPP3]</i>	
4.1: Improved teaching competency	Teacher candidates report growth in their own teaching competency over the three-year grant period
4.2: Improve teacher candidates' high-quality (research-based) instructional practice (including culturally-responsive teaching practices)	Based on classroom observation protocols, teacher candidates demonstrate statistically significant growth in high-quality teaching practices over the three-year grant period

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4.3: Teacher candidates decrease student adverse behaviors compared to their non-pathway program peers	Y3: Classroom level suspensions/expulsions in Reach to Teach! Project teacher classrooms will be lower than non-project peers
4.4: Increased student achievement outcomes	Y3: Teacher-level average scores on the VAM and SLT components of the LDOE COMPASS assessments in core subjects (ELA, math) will show statistically significant growth that is higher than the average for non-project teachers
Goal 5: <i>Build an innovative, non-traditional pathway into the teaching profession centering around local/regional community colleges, in addition to other community pathways (i.e., partial BA completers, high school graduates), especially in rural areas [AP1, CPP1, CPP2, CPP3]</i>	
5.1: Strong relationships with Baton Rouge Community College (BRCC) stakeholders	Annually, interviewees will report high satisfaction with the pathway and Reach University
5.2: Annual increases in candidate enrollment in BRCC AA degree program for pursuing the alternative certification program	Annually, BRCC enrollment in the AA degree program leading to the alternative certification pathway will increase 20% over the baseline established in Y1
5.3: Expand BA-to-certification pathway for AA degree program enrollees at River Parish Community College	Y1: Establish communication with River Parish Community College and formalize the Reach to Teach! Project pathway for River Parish students. By Y3 of the grant period, a minimum of 50 candidates will be recruited from River Parish Community College

(ii) *Adequacy of the management plan to achieve the objectives.*

The Reach to Teach! Project management plan is reflected in the table below, including project milestones, timelines, and responsible parties.

Milestone: Curriculum and pathway alignment between Reach & LRCE
Responsible: LRCE Sr. Program Dir., Reach Dean of Undergraduate Studies, NSBR's Reach/LRCE Liaison, LRCE Dir. Training & Inst., LRCE Dir. Special Education, Reach Faculty Leads
Timeline: 2022-23 July (pre-award)-December
Milestone: Form Reach to Teach! Project core oversight & management team

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<p>Responsible: LRCE Sr. Program Dir., LRCE Sr. Dir. Ops & Fin., Reach Dean of Undergraduate Studies, NSBR's Reach/LRCE Liaison, NSBR Recruitment & Relations Mgr., Reach President, External Evaluator</p>
<p>Timeline: 2022-23 July (pre-award)</p>
<p>Milestone: Reach to Teach! Project team meetings</p>
<p>Responsible: Oversight/Management Team</p>
<p>Timeline: 2022-2025 Bi-weekly</p>
<p>Milestone: Develop recruiting (student & LEA) materials for Pathway</p>
<p>Responsible: NSBR Recruitment & Relations Mgr., LRCE Sr. Dir. Ops & Fin., Reach President, CC Liaison</p>
<p>Timeline: 2022-23 November-December; update as needed in 2023-24 and 2024-25</p>
<p>Milestone: Recruiting activities (recruitment fairs, virtual recruitment fairs, etc.)</p>
<p>Responsible: NSBR Recruitment & Relationships Mgr., CC Liaison</p>
<p>Timeline: 2022-2025 Ongoing, based on external organizations' recruiting events calendars</p>
<p>Milestone: Marketing activities (billboard, print media ad placements, website development, social media campaigns)</p>
<p>Responsible: NSBR Recruitment & Relationships Mgr.</p>
<p>Timeline: 2022-2025 Ongoing, based on enrollment periods at BRCC, Reach, LRCE</p>
<p>Milestone: Reach to Teach! Project team meetings with LEA partners</p>
<p>Responsible: Oversight/Management Team, NSBR's LRCE/Reach Liaison</p>
<p>Timeline: 2022-2025 monthly</p>
<p>Milestone: Develop teacher candidate surveys</p>
<p>Responsible: Oversight/Management Team, McREL (external evaluator)</p>
<p>Timeline: 2022-23 October, January; 2023-24 August, January; 2024-25 August, Jan</p>
<p>Milestone: Meetings with LDOE</p>
<p>Responsible: Reach President, NSBR Operations Consultant, LRCE Executive Director, LRCE Sr. Program Dir.</p>

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Timeline: 2022-2025 Bi-annually
Milestone: Semesterly review of aligned curriculum & instructional strategies to ensure continued relevance and to address any changes/ updates needed based on internal review and external survey data
Responsible: Oversight/Management Team, Reach Faculty Leads, LRCE Dir. Training & Instruction, LRCE Dir. Special Education
Timeline: 2022-23 January; 2023-24 August, January; 2024-25 August, January
Milestone: Partnership expansion meetings (rural Louisiana; River Parish Community College)
Responsible: Reach President, LRCE Dir. Ops & Admissions, LRCE Executive Dir., NSVR Recruitment & Relationships Mgr., CC Liaison
Timeline: 2022-2025 Ongoing, based on future partner availability
Milestone: Advisory meetings with teacher candidates
Responsible: Reach University Advisors
Timeline: 2022-2025 weekly during the semester
Milestone: Develop white papers on Reach to Teach! Project; present results/findings from project at appropriate conference, meetings, etc.
Responsible: Reach University Office of Institutional Research, Reach President, Reach Dean of Undergraduate Studies, McREL (external evaluator)
Timeline: 2022-2025 Ongoing throughout grant period

The Reach to Teach! Project team’s ability to complete the project milestones, which are based on project goals and objectives, is rooted in Reach’s and LRCE’s past successes in preparing thousands of highly-effective candidates to educate their communities’ children, and in NSBR’s track record of helping develop and sustain innovative schools that support the educational growth of Baton Rouge’s youth, and supporting the retention of teachers and school leaders through robust and relevant professional development. Buy-in for Reach’s and LRCE’s BA-to-certification pathway,

paired with NSBR's organizational support is reflected in the letters of support provided by school leaders representing more than 6,200 Baton Rouge students.

(d) PROJECT EVALUATION

McREL International (McREL) will conduct the external evaluation of the project.

McREL has served as an external evaluator for federal education grants and cooperative agreements, most recently (2008-present) evaluations for The U.S.

Department of Education, the U.S. Department of Health and Human Services, and the

National Science Foundation. [REDACTED] [REDACTED] [REDACTED] will lead the evaluation. She has been

evaluating large federal projects for over 15 years. The external evaluation of the Reach to Teach! Project will focus on both process (implementation) and outcome evaluation with the goal of identifying key components of the program, as well as assessing fidelity of implementation and impact on mid-term and long-term outcomes.

McREL will meet bi-weekly with project leads to facilitate ongoing communication about evaluation activities. McREL will track performance measures and provide annual and final reports on fidelity and project outcomes and assist with federal reporting annually. Specifically, McREL will collect and track performance metrics as specified by the project partners (i.e., BA and certification attainment, one-to-three-year persistence, student learning outcomes, and federal cost per program completer). McREL will also acquire institutional review board approval.

Process evaluation design. The process (implementation) evaluation will measure progress and fidelity of implementation on the strategies identified in the project's conceptual framework (section a3 above). These include recruitment, training, and retention in high needs Baton Rouge schools, as well as partnerships with additional

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high needs LEAs in Louisiana. Four formative questions will be examined to understand the implementation of the project. These questions focus on fidelity of implementation of project activities and strategies implemented among Reach University, LRCE, and New Schools for Baton Rouge staff, as well as shared successes and barriers to implement the program with fidelity (F2). Findings will provide timely data to inform continuous improvement. Additionally, the partners intend to develop a national model for teacher recruitment, development, and retention that meets the needs of "grow your own" pipelines that leverage community college and alternative certifications and are representative of local populations/communities. Thus, the last formative question will focus on describing the operational, dynamic, and collaborative efforts among Reach, LRCE, and New Schools for Baton Rouge, and local community college personnel that support the program goals, and discuss successes and challenges associated with the program operation (F3). F1. To what extent are the program strategies and activities implemented as planned (i.e., implemented with fidelity)? F2. What are the implementation successes and challenges? F3. How do the Reach, LRCE, New Schools for Baton Rouge, and local community college personnel collaborate to support the common goals of the project? What are the successes and challenges with regard to the partnership? **Outcome evaluation design.** The outcome evaluation will assess project outcomes as shown in the logic model. The outcomes to be evaluated, tools for evaluation, and specific short-term, medium-term, and long-term project targets aligned with each of the project goals are shown in the Table below.

Goal 1: Increase the number of highly effective licensed teachers in high need Baton Rouge LEAs

Outcome 1.1: Annual candidate recruitment

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Evaluation Tool(s): Reach candidate recruitment documentation
Target(s): <u>Short-term:</u> 155 candidates recruited in Year 1. At least 40% of recruited Year 1 candidates identify as a person of color. <u>Medium-term:</u> 201 candidates recruited in Year 2. At least 45% of recruited Year 2 candidates identify as a person of color. <u>Long-term:</u> 333 candidates recruited in Year 3. At least 50% of recruited Year 1 candidates identify as a person of color
Outcome 1.2: Three-year candidate persistence
Evaluation Tool(s): Reach and LRCE candidate tracking documentation
Target(s): <u>Short-term:</u> 70% of candidates earn 30 college credits in Year 1 through Reach University. <u>Medium-term:</u> 70% of candidates earn an additional 30 college credits in Year 2 through Reach University; 70% of candidates earn a Bachelor's degree in at the end of Year 2 through Reach University. <u>Long-term:</u> 55% of candidates complete their Level 1 Teacher's License by the end of Year 3.
Outcome 1.3: Projected four-year candidate persistence
Evaluation Tool(s): Reach and LRCE candidate tracking documentation
Target(s): <u>Long-term:</u> 70% of candidates are <i>on track</i> , by the end of Year 3, to complete their Level 1 Teacher's License by the end of Year 4
Outcome 1.4: Full-time Teacher of Record (FTR) attainment
Evaluation Tool(s): Reach and LRCE candidate tracking documentation
Target(s): <u>Long-term:</u> 90% of candidates are hired by their LEA as teachers of record
Outcome 1.5: Candidate program satisfaction
Evaluation Tool(s): Candidate survey
Target(s): <u>Short, medium, and long-term (assessed bi-annually across the three-year pathway):</u> 80% of candidates report satisfaction with the teacher preparation pathway and feel supported in their journey
Goal 2: Scale the project's impact by forming partnerships with additional high-need LEAs in Louisiana
Outcome 2.1: Signing of additional LEAs in Baton Rouge
Evaluation Tool(s): Reach/LRCE LEA agreement documentation (e.g., MOUs)
Target(s): <u>Medium-term:</u> In Year 2, 2 additional LEAs in Baton Rouge are signed
Outcome 2.2: Signing of additional LEAs in Louisiana
Evaluation Tool(s): Reach/LRCE LEA agreement documentation (e.g., MOUs)
Target(s): <u>Long-term:</u> In Year 3, 3 additional LEAs in Louisiana are signed
Goal 3: Retain highly-effective teachers in their 'home' districts (the districts in which they first entered the pathway)
Outcome 3.1: 3-year retention as teachers of record
Evaluation Tool(s): Reach and LRCE candidate tracking documentation
Target(s): <u>Long-term:</u> 75% of teachers hired by their LEAs are retained as teachers for a minimum of three years
Outcome 3.2: Candidate preparedness for pathway advancement
Evaluation Tool(s): Candidate survey

<p>Target(s): <u>Short-term:</u> 80% of teachers report feeling well prepared by the pathway one-year post-completion</p>
<p>Goal 4: Increase overall student achievement in LEAs served the project</p>
<p>Outcome 4.1: Improved candidates' teaching competency (<i>Note: This is a hypothesized intermediate outcome toward increased student achievement</i>)</p>
<p>Evaluation Tool(s): Candidate survey</p>
<p>Target(s): <u>Medium-term and long-term:</u> Research design: Longitudinal growth model showing candidate growth across the three-year pathway. Outcome measures: Self-reported teaching competency (knowledge and skill). Analysis: Multi-level growth model (treatment group only). Target: statistically significantly ($p = .05$) growth across the three-year pathway (grant Years 1-3)</p>
<p>Outcome 4.2: Improved candidates' high quality (i.e., research-based) instructional practice (including culturally responsive teaching practices) (<i>Note: This is a hypothesized intermediate outcome toward increased student achievement</i>)</p>
<p>Evaluation Tool(s): Classroom observation protocol</p>
<p>Target(s): <u>Medium-term and long-term:</u> Research design: Longitudinal growth model showing candidate growth across the three-year pathway. Outcome measures: Evaluator ratings of high-quality teaching practices. Analysis: Multi-level growth model (treatment group only). Target: statistically significantly ($p = .05$) growth across the three-year pathway (grant Years 1-3)</p>
<p>Outcome 4.3: Program candidates decrease student adverse behaviors (as measured by suspension/expulsion rates) as compared to their non-program peers (measured in grant Year 3 for candidates recruited in Year 1) (<i>Note: This is a hypothesized intermediate outcome toward increased student achievement</i>)</p>
<p>Evaluation Tool(s): LDOE or LEA</p>
<p>Target(s): <u>Long-term:</u> Research design: Quasi-experimental, propensity score matched comparison design that meets WWC standards with reservations. Treatment group: Candidates recruited in Year 1 and who become a teacher of record in Year 3. Comparison group: Non-program teachers with similar demographics (i.e., years teaching experience, race, ethnicity, gender) teaching in similar Baton Rouge schools during Year 3 of the grant. Outcome measures: Classroom-level suspension/expulsion percentages. Analysis: HLM regression with covariates. Target: significantly ($p = .05$) lower suspension/expulsion percentages for treatment versus comparison group</p>
<p>Outcome 4.4: Program candidates increase student achievement at a higher rate than their non-program peers (measured in grant Year 3 for candidates recruited in Year 1)</p>
<p>Evaluation Tool(s): LDOE COMPASS data</p>
<p>Target(s): <u>Long-term:</u> Research design: Quasi-experimental, propensity score matched comparison design that meets WWC standards with reservations. Treatment group: Candidates recruited in Year 1 and who become a teacher of record in Year 3. Comparison group: Non-program teachers with similar demographics (i.e., years teaching experience, race, ethnicity, gender) teaching in similar Baton Rouge schools during Year 3 of the grant. Outcome measures: Teacher-level average scores on the VAM and SLT components of the LDOE COMPASS assessment in core subjects (math, English</p>

language arts). Analysis: HLM regression with covariates. Target: significantly ($p = .05$) higher average VAM and SLT scores for treatment versus comparison group
Goal 5: Build and innovative, non-traditional pathway into the teaching profession centering around local/regional community colleges, in addition to other community pathways (i.e., partial BA completers, high school graduates), especially in rural areas
Outcome 5.1: Strong relationships with Baton Rouge Community College stakeholders
Evaluation Tool(s): BRCC stakeholder interviews
Target(s): <u>Short-term, medium-term, and long-term (interviews conducted annually)</u> Qualitative analysis of interviews data to determine the quality of relationships between BRCC stakeholders and Reach University
Outcome 5.2: Increased candidate enrollment in BRCC AA degree program for pursuing the alternative certification program
Evaluation Tool(s): BRCC stakeholder interviews; Analysis of BRCC enrollment records
Target(s): <u>Short-term, medium-term, and long-term (interviews conducted annually; analysis of enrollment records conducted in grant Year 3).</u> Qualitative analysis of interviews data to determine the extent to which enrollment has increased for candidates seeking the Reach/LRCE pathway. Quantitative analysis of enrollment records to determine potential increases in enrollment from grant Year 1 to grant Year 3.
Outcome 5.3: Expansion to River Parish Community College
Evaluation Tool(s): Reach candidate recruitment documentation
Target(s): <u>Medium to long-term:</u> 50 candidates have been recruited from River Parish Community College by grant Year 3

Data Collection Methods and Timelines.

Table X. Data collection activities: Data needed, frequency, and data source.

Data	Frequency	Source
Reach/LRCE workplans	Monthly	Reach University; LRCE
Reach/LRCE training documents	As developed/updated	Reach University; LRCE
Reach/LRCE candidate recruitment/tracking documentation	Annual as available	Reach University; LRCE
LDOE COMPASS data	Grant year 3	LDOE
Program support personnel interviews (~45 mins; administered by McREL via video conferencing)	Annual	Key Reach University and LRCE personnel
School administrator/mentor interviews	Annual	Principals, assistant principals, instructional coaches, and/or teacher mentors
Teacher Program Experiences Survey (~15 minutes; administered by McREL online)	Bi-annual	All Reach/LRCE-trained candidates who provide informed consent

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Teacher Cultural Competency Survey (~15 minutes; administered by McREL online)	Annual	All Reach/LRCE-trained candidates who provide informed consent
Classroom Observations (full class period conducted by McREL in person)	Annual	All Reach/LRCE-trained teachers who provide informed consent

Project Records and Extant Data. The records and data, used to assess implementation fidelity, may include: initial workplans and monthly updates; scope and sequence of training documents; and, teacher tracking data, including application, enrollment, placement, degree and certification attainment, program retention, and teacher demographic characteristics. In addition, classroom-level average COMPASS data, student behavior data, teacher demographic data, and teacher retention data will be obtained through special request of non-publicly available data from the LDOE for the purpose of the impact study examining the impact of the Project on student outcomes. *Program Support Personnel Interviews.* As part of the formative evaluation, key personnel from Reach University, LRCE, and BRCC will be interviewed annually to gather perceptions/experiences with program implementation. The purpose is to understand implementation progress, challenges, and successes associated with each role and the collaborative system as a whole. Interview protocols will be tailored to each role and will occur annually in spring of each grant year. *School Administrator /Mentor Interviews:* For formative evaluation, key personnel from the candidate-placed schools will be interviewed annually for perceptions on candidates’ growth over the three-year placement, and value of the program in providing the school with high-quality teachers while progressing through a gradual-release of responsibility as employees. Interviewed personnel may include, principals, assistant principals, instructional coaches, and teacher mentors. *Teacher Program Experiences Survey.* All Reach /LRCE-trained

teachers will be invited to take an online program experience bi-annually in all three grant years. The survey will gather data on teachers' perception of program quality, specifically satisfaction with the teacher preparation pathway and whether they feel supported in their journey. *Teaching Competency Survey*. To assess candidates' self-reports of instructional practice, particularly on culturally competent teaching, we have tentatively identified the Spanierman et al. (2010) Multicultural Teaching Competency Scale (MTCS)^v, which has been subject to psychometric analysis and shown to have acceptable internal consistency and validity estimates. The survey will be administered 3-times annually, allowing for longitudinal analysis of self-reported growth in instructional knowledge and skill. *Classroom Observations*. The McREL team will also conduct observations of Reach/LRCE-trained teacher classrooms at two points—during gradual release year (year 2) and again at the end of their first teacher of record year (year 3). This observation will assess the quality of teachers' instructional practices with a longitudinal analysis of teacher growth. The tentatively selected observational tool was previously developed by McREL in collaboration with a cultural competency expert, [REDACTED]. The indicators on this protocol were adapted from Rightmyer, et al.'s (2012) "Culturally Responsive Instruction Observation Protocol" and uses a four-point progression of practice (*No Evidence, Emerging, Responding, and Flourishing*). *Impact Study*. To examine program impact on teacher effectiveness for increasing student academic achievement and decreasing adverse behaviors, McREL will conduct an impact study toward the end of the grant period to determine if students Reach/LRCE-trained teachers demonstrate greater growth than students of their non-program peers based on the VAM and SLT components of the state COMPASS assessment^v. The

study will utilize quasi-experimental matched comparison design intended to meet WWC Standards with Reservations. Specifically, propensity score matching (PSM) will be conducted to identify a group of matched comparison teachers (non-program teachers who serve in similar LEAs). Previous work with LDOE indicates McREL will have access to the following teacher-level data: Masked School ID, Masked Teacher ID, Teacher Gender, Teacher Race, Teacher Ethnicity, and Teacher COMPASS Data, including Overall COMPASS score, SLT score and VAM score. Additionally, LDOE will provide two flagging variables to ensure the potential comparison teachers are similar to the non-program teachers in terms of years of teaching experience and school attributes. Specifically, the study will ensure that, like Reach/LRCE-trained teachers, all comparison teachers will be in their first year of teaching. Additionally, a flag will be created to identify comparison schools in which COMPASS performance scores fall within the same range as the schools in which Reach/LRCE teachers are placed in the year prior to program implementation (baseline school performance). After applying the inclusion criteria, Reach/LRCE teachers will be matched with at least a 1:2 ratio to comparison teachers on gender, race, and ethnicity variables. To adjust for the potential balance inequivalence between the Reach/LRCE teachers and non-program teachers on the prespecified covariates resulting from potential small sample size, a full matching algorithm will be employed that creates a weighting variable to be applied in the analytic model to minimize the weighted average of the estimated distance measure between Reach/LRCE and non-program teachers. Balance diagnostics will be conducted to check the quality of the matches. Specifically, an examination of the distribution of propensity scores to assess common support via a graphic diagnostic and numerical

balance measures were used to check covariate balances (Rubin, 2001). Once the final matched dataset is determined, hierarchical linear modeling (HLM), which explicitly accounts for the structure of the data where teachers are nested within schools, will be used to assess the impact of the program on COMPASS SLT and VAM scores. The HLM models will be run separately for each outcome of interest, and all covariates used in the matching will be entered in the analytic model. Propensity weights will also be applied in the analytical model. A preliminary power analysis using Optimal Design software (Spybrook et. al 2011) was conducted to determine an appropriate sample size for the impact study given the following expectations: 1) Reach/LRCE plan to recruit approximately 105 teachers for the first program year; 2) potential of up to 50% teacher attrition and/or missing data^v , and 3) we will employ a 1:2 matching of treatment to comparison teachers as described above, making for a total of 50 treatment group teachers and 100 comparison group teachers. Using the two-level function of Optimal Design to account for nested structure of data (i.e., teachers nested in schools) the following assumptions are made based on the literature (Cook, 2005; Hedges & Hedberg, 2007a, 2007b): 1) value of significance level is 0.05; 2) intraclass correlation is 0.05; 3) proportion of variances explained by the covariates (R^2) is 0.60, and 4) and desired power is 0.80. With 150 teachers (50 treatment; 100 comparison) across least 20 schools, the design achieves a minimum detectable effect size (MDES)^v of 0.25 for student achievement, which indicates conservative design in which even low effects sizes could be detected. The ability for a study to detect effect sizes in the low range is considered optimal because it ensures that potentially educationally relevant impacts do not go undetected due to lack of power.

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End Notes

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The school performance score summarizes how well a school is preparing all of its students for the next level of study. For elementary schools, this score is based on students' mastery of key content for their grade level, their growth from the prior year, and their successful transition into 9th grade for schools with 8th grade students. For high schools, this score also measures graduation rates and how well schools are preparing students for college and a career. If a turnaround operator takes over an entire school that was labeled "F" in the previous school year, then the school's grade is reported as "T" for the first two years. Schools with "n/a" in the tables above opened after the 2018-19 academic year, the most recently-available data period due to Coronavirus interruptions.

This indicator measures the extent to which students are taught by teachers who hold the appropriate certification for the classes they teach. If a teacher does not hold a valid certificate or holds a valid certificate, but not in the area of their teaching assignment, that teacher is not considered appropriately certified. For example, a teacher certified in Mathematics who is teaching Social Studies is not appropriately certified. Louisiana's education law does not require state certification of teachers employed in charter schools.

∨ NSBR Fall 2017 School Reviews. Data shown reflects the self-reported data of six Baton Rouge charter schools.

∨ Evaluators will work with the Project leads to determine alignment survey with program goals & adjust as needed by adapting items or considering other valid, reliable instruments that may be a better fit.

∨ Purpose of conducting impact study toward end of grant period is to ensure the first-year recruits have reached teacher of record status and therefore have COMPASS data.

∨ The anticipated high missing data is due to the fact that only teachers in core content areas receive COMPASS scores and therefore, several recruited candidates for the program will not be eligible for inclusion in this impact study.

∨ The minimum detectable effect size (MDES) represents the smallest true effect, in standard deviations of the outcome, that is detectable for a given level of power and statistical significance.