



EDUCATION POLICY  
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BILL & MELINDA  
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# Strategic Staffing (SS)

## Phase 0 Evaluation: SS Planning and Design

# AGENDA



Purpose of Evaluation



Evaluation Methodology and Data



Findings by Research Question, drawing from EPP and LEA partner and non-partner interview data as well as data from interviews with TA providers



Potential Implications for SS Implementation



Questions and comments

In addition to this presentation, we will share:

- TA-specific decks with analyses
  - US PREP-specific deck (P/NP + TA provider data)
  - EdFirst-specific deck (P/NP + TA provider data)
  - Public Impact-specific deck (P/NP + TA provider data)
  - Bank Street-specific deck (P/NP + TA provider data)
- Houston-specific deck (P/NP + TA provider data)
- This finalized deck includes:
  - analyses of EPP and LEA partner and non-partner interview data with attention to all research questions
  - EPP and LEA non-partner quotes
  - integration of TA provider interview and document analyses

## CROSS-TA ANALYSES OF PHASE 0 DATA

### Key takeaways: Cross TA provider, LEA and EPP partners and non-partners

**There is a consistent belief in the power and possibility of clinical practice, and especially for fully funded residencies.**



TA providers, LEAs and EPPs spoke about teacher shortages and the need for effective, well-trained teachers who reflect the students that they serve.



TA providers, LEAs and EPPs consistently named the importance of flexibility, differentiated designs, and differentiated models.



LEAs and EPPs need time to: build and design in partnership, build the argument(s) for and evidence of strategic staffing best practices, and build their own faculty and mentor teachers' capacity. Yet, while many EPP and LEA partners argued for more time, others named how pressing staffing challenges are and how the tension between shortages and building robust systems of preparation conflict.

# Shared commitments, many problems to solve



We highlight the immense possibilities and the challenges that need to be managed.



Across the work, we continued to hear the following question: How can we...



***“...value teacher residency status while honoring partnership with the district”***  
*(US PREP EPP)*

## Key Implications for joint engagement between TA Providers, EPPs, and LEAs: “Value teacher residency status while honoring partnership with the district”

1

“Protect residents and their access to high-quality teacher prep.” (US PREP EPP); Continue to ask: how is the resident’s role constructed and what moves/structures/practices are being instantiated to ensure that they have high-quality opportunities to learn to teach?

2

Continue to ask: what are the effects or impacts of teacher residencies on K12 students’ learning opportunities?

3

EPP partners should (continue to) work with TA providers to determine which decision points they need to be included in (i.e.: site selection, resident recruitment and selection, etc.).

4

Continue to ask: what are the potential adverse effects of choices on equity and access (i.e.: how might recruitment or acceptance cut against or support commitments to diversification and equity)?

5

Continue to ask: How might a specific solution engender new problems.

CROSS-TA ANALYSES OF PHASE 0 DATA

# Purpose of Evaluation

## CROSS-TA ANALYSES OF PHASE 0 DATA

### **Purpose of Evaluation of Strategic Staffing Models and Technical Assistance**

**The primary goal of the SS evaluation is to better understand the accomplishments, challenges, and possibilities of strategic staffing, namely:**

- What are the impacts of SS on EPPs, teacher candidates, K-12 districts, and K-12 students?
- What has worked, what has not, and why?
- What has facilitated partnerships with districts and EPPs? What have been affordances and challenges in this?
- (How) does strategic staffing address historic inequities in K12 students' access to high-quality teaching and learning opportunities?

# Data Collection

This report was compiled using data from the following sources:

- Interviews with TA providers; conducted in Fall 2021.
- Interviews with local education agencies (LEAs) and educator preparation programs (EPPs) engaged in strategic staffing (SS); conducted in Spring 2022.
- Interviews with LEAs and EPPs electing not to partner with a specific TA provider on SS; conducted in Spring 2022. These are referenced as non-partners throughout the deck.
- SS-related documents provided by the TA provider, partner LEAs, and partner EPPs.

*\*\*\* Note: throughout this deck we attribute quotes that are spoken by Strategic Staffing TA (TA) providers with the name of their organizations (i.e.: “Ed First”) and quotes from partners by their SS TA provider partners and whether they are at an EPP or LEA*

# Phase 0 Research Questions

Focus of Phase 0:

- Learning about each of the TA providers, their designs and plans, and their theories of action
- Learning about LEA and EPP motivations and decisions related to strategic staffing (SS)



What are the core goals of each of the TA providers' approaches to SS?



What are the mechanisms, levers, structures, and resources the TA providers are bringing or hope to bring to SS?



What are district and university motivations to participate in SS models and how do these motivations impinge upon or support partnership?



Cultivating partnerships: What are enabling & constraining conditions?



How might SS models support candidates' opportunities to learn to teach? How might these models impact K-12 students' learning opportunities?



To what extent and in what ways is the work of TA providers focused on equity and expanding K-12 students' opportunities to do sophisticated work with academic content?

CROSS-TA ANALYSES OF PHASE 0 DATA

# Evaluation Methodology

# Which TA providers are participating in this evaluation?

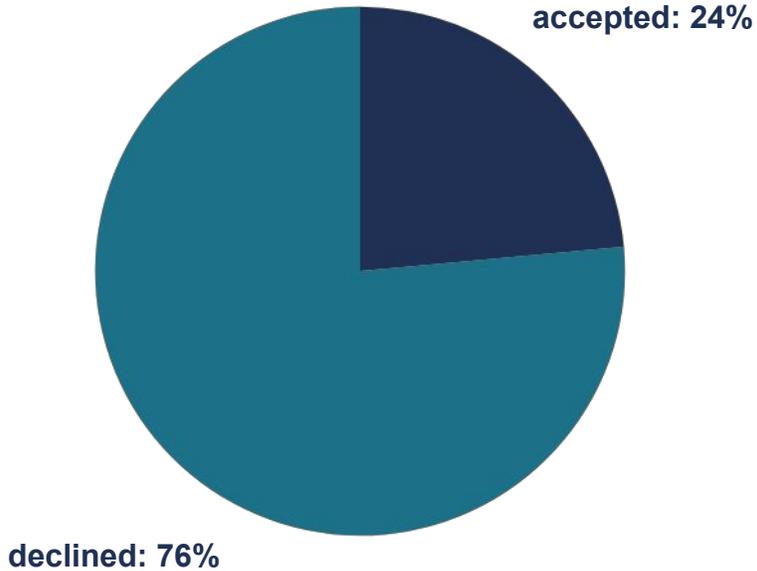


# Phase 0 LEA, EPP, AND TA Provider interviews

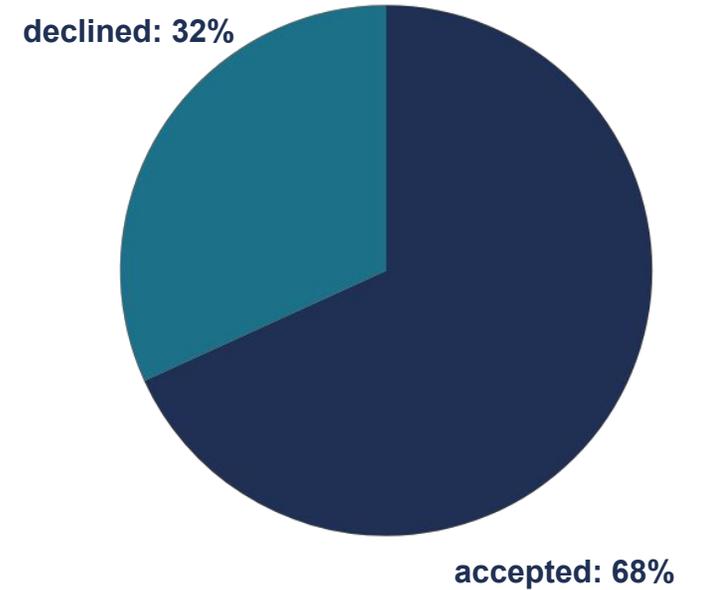
<b>Interviews with LEAs</b>	<p>Interviews conducted between January-April 2022</p> <ul style="list-style-type: none"><li>• 10 LEA interviews</li><li>• 8 partner LEA interviews (15 interviewees)</li><li>• 2 non-partner LEA interviews (2 interviewees)</li></ul>
<b>Interviews with EPPs</b>	<p>Interviews conducted between January-April 2022</p> <ul style="list-style-type: none"><li>• 9 EPP interviews</li><li>• 7 partner EPP interviews (14 interviewees)</li><li>• 2 non-partner EPP interviews (2 interviewees)</li></ul>
<b>Interviews with TA providers</b>	<p>Interviews conducted between October and December 2022</p> <ul style="list-style-type: none"><li>• 9 total interviews</li><li>• 18 interviewees</li></ul>

# Phase 0 EPP & LEA Interviews

## Response to Invitation to Interview: Non-partners



## Response to Invitation to Interview: Partners



# Data Analysis of Interview Data

1

The evaluation team created a codebook inductively, refining the codebook several times until it adequately captured all relevant themes in the data

2

At least two coders coded each TA provider transcript and reconciled codes for accuracy as part of codebook norming. This process was repeated for five LEA & EPP transcripts

3

After reconciling codes and ensuring consistent understanding and application across coders, the remaining LEA & EPP transcripts were divided across four individual coders on the evaluation team

4

The evaluation team then created an analysis for each individual TA provider informed by conversations with TA providers, LEA and EPP partners and non-partners, and TA provider documents.

5

Finally, the evaluation team created a cross-TA provider analysis to draw conclusions across TA providers

# Data Analysis of Documents

1

The evaluation team requested that TA providers send us any inward or outward facing documents that detail their SS models, along with any additional documents that they felt would help us understand and describe the characteristics of their strategic staffing models

2

The evaluation team sorted and tagged documents based on their content. Then, the team identified documents that exemplified the TA providers' theory of action for SS. We analyzed these documents for: central questions; essential elements; elaboration of short, medium, and long term outcomes; and, the model's design.

3

Then, we analyzed all documents, highlighting: TA providers' goals with implementing SS models; details of their design and model; and information related to SS's implications on equity, diversity, and inclusion.

4

Once all this information was gathered into a matrix, we looked across TA providers and analyzed similarities and differences in: goals (specific to Theory of Action and other documents); design and model; equity and diversity.

5

Finally, the evaluation team created a cross-TA provider matrix analysis which triangulated document and interview data.

# Qualitative Analysis: Saturation and Identifying Themes

Our qualitative approach as it relates to pulling out themes:

- *We use an established analytical approach that reflects the frequency of a concept across multiple data sources, called “saturation.”*
- *This is essentially the qualitative analog to quantitative validity checks, where multiple people have identified a common theme across multiple data sources.*
- *Here, we do not quantify the qualitative data.*
- *Note: In practice, this means we may have data that takes four paragraphs to convey a theme, and data that lends itself to the same construct in one sentence. We choose our illustrative quotes because they hit on the essence of the theme in a “bite sized package.”*

CROSS-TA ANALYSES OF PHASE 0 DATA

# Findings by Research Question

CROSS-TA ANALYSES OF PHASE 0 DATA

What are the core goals of LEA, EPP,  
and TA providers' approaches to SS?

## CROSS-TA ANALYSES OF PHASE 0 DATA

### Where do LEA, EPP, and TA providers' core goals for SS overlap/align?



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LEA, EPP, and TA providers all named the importance of **building teachers' "capacity,"** and **"confidence"** (Bank Street LEA and EPP) and the goal of having effective first year teachers "day one ready".



Across actors (TA providers, LEAs and EPPs), hope to use SS to **diversify** the teaching profession. In some instances, EPP and LEA partners talked about equity related to financial access, other times they spoke about racial diversity.



TA providers, LEAs and EPPs named the importance of retention, including retaining *effective teachers from the community*.



Naming of needs for **systems and supports** to meet regional and state needs, including cultivating partnerships between TA providers and EPP/LEA partners, and addressing workforce challenges + state-level constraints, such as the limitations of credentialing or collective bargaining.



Change the structure and organization of teaching. For example: "it's a workforce design problem" (Ed First LEA)

## Voices from the field: What are core goals for the SS model?



### Grow teacher pipeline – effective and community reflective

*“We have continued to move into a direction where we can have a sustainable pipeline for teacher candidates, the opportunity to grow TCs in our own area who have grown up here, who are connected to our community, connected to our students, so our focus has been our pipeline and high-quality talent.” (Bank Street, LEA)*



### Teacher Efficacy

*“...goal for teacher residents is to obtain the skills they need under a high-quality performing teacher to run their own effective classroom year one when they’re on their own as a teacher.” (Public Impact, LEA)*



### Change Structure & Organization of Teaching Profession

*“A redesign of the job of teacher is ultimately what we want it to achieve. The idea of, maybe we don’t have a pipeline problem, but we have a workforce design problem. So, how can we design a workforce that people want to be a part of and then once they become a part of it, that they stay in.” (Ed First, LEA)*

## Voices from the field: What are core goals for the SS model?



### Disrupting Silos

*“This is going to require multiple silos within a district coming together and developing a coherent plan. So there are district and campus implications [...] There are principal supervisors and principals who are going to need to take a clear stance on their level of ownership over these ISS models. [...] Their HR department needs to understand [how residents are being recruited, selected, paid]. [This work] really necessitates some cross-team collaboration at district leadership and capacity building at the principal level.” (TEA)*



### Diversifying the Workforce

*“We believe that residencies are really effective ways of entering the teaching profession in a responsible way and that we need to provide that opportunity to more students, potential teachers, and current students. In order to do that, and if we’re serious about equity and diversifying the teacher workforce, we need to make sure that those experiences are not systematically denying people the opportunity to participate in this way of coming into the profession.” (ASU)*



### Cultivating Partnerships

*“One of the things is the sustainability and strengthening of their partnership [EPPs’ partnership with LEAs]. So like [name] said, that the strategic staffing comes along later. They [EPP] got into this work at the beginning because they [EPP] really believed in having a strong partnership with local districts and being able to train teachers who would be strong in those districts in their communities. So, by reallocating funds and doing this work alongside the districts, they’re [EPPs and LEAs] just deepening and strengthening those relationships by doing the work together.” (US PREP)*

## CROSS-TA ANALYSES OF PHASE 0 DATA

What are the mechanisms, levers, structures, and resources EPPs, LEAs, and TA providers are bringing or hope to bring to SS?

## CROSS-TA ANALYSES OF PHASE 0 DATA

### **What are the mechanisms, levers, structures, and resources EPPs and LEAs are committing to SS?**

*“A lot of different parts of the organization have to be involved in the work and be aware of the work and buy into the work...in order to improve the outcomes for students.”*

*(Public Impact, LEA)*

*“One of our biggest goals is ensuring that the folks that we’re building the capacity of within our ESCs this year demonstrate proficiency in the foundational competencies that they need to have readiness around in order to effectively prepare our LEAs for this work, so we did effectively train them in the course this year and we’re going to engage, [as] we’ve done for other initiatives as well, in assessing their readiness through some performance tasks, observation of their work in the field etc. to ensure that they’ve demonstrated proficiency before we let them on their own build the capacity of the LEAs.”*

*(TEA, in reference to building the capacity of ESCs to do technical assistance for strategic staffing)*

# What are the mechanisms, levers, structures, and resources EPPs, LEAs, and TA providers are committing to SS?



When applied towards SS, the integral structures and moving parts of an organization position it as a resource in itself

Commitment to an effective and high-quality program as part of organization's culture

EPP, LEA and TA providers all devote personnel and offices to support partnership and teacher residents

EPP, LEA and TA providers use organizational role to structure governance discussions between partners

TA Provider, LEA, and external partners offer curricular resources and training/professional development opportunities for educators

LEAs and TA providers commit resources towards finding budgetary and funding solutions for expanded roles and overall best practices

TA Providers bring extensive experience with implementation at the local, state, and national levels.

# Voices from the field: What are the mechanisms, levers, structures, and resources EPPs, LEAs, and TA providers are committing to SS?



### Cultural Commitment

*“We exist to support the diffusion of innovations and the building of the political will so that there’s a big enough movement that we can help push a crest in this country so that every aspiring teacher comes through a high-quality program that they can afford.” (Bank Street)*



### Personnel & Structure

*“So, we're getting the big level US PREP perspective as well and almost always Public Impact has a member of their staff sit in those meetings as well, so sometimes, they're just there and listening, but if we need to fire a question or two or get their input or say, hey, can you follow up with the district at a big level to address something? They're certainly there and available.”  
(Public Impact, EPP)*



### Personnel, Structure & Support

*“Everybody has to be at the table and at multiple levels. It is EPP leadership being, in our case, at the governance table to engage in that shared planning, the implementation, the iteration of the work and in our case, the residency model that we have, our site coordinators who are clinical faculty out in the field supporting candidates”  
(US PREP, EPP)*

## Voices from the field: What are the mechanisms, levers, structures, and resources EPPs, LEAs, and TA providers are committing to SS?



### Structure

*“It’s the expertise that we bring, having worked as district leaders and having worked in the field of talent management, so we’re able to make connections between not only this work specifically for the ISS model’s perspective, but then also if you’re going to implement this, what might be some implications for your talent management strategy more broadly or how might you want to think about how this innovative staffing model is in service of some key components of your strategic plan, like diversifying your teacher workforce or ensuring you have more teachers who are certified in SPED.” (Ed First)*



### Support & Fiscal Aid

*“Our primary purpose is to serve the districts that are part of our county. That’s from the statute, from the funding, it is to support our districts with HR functions, including credential requirements and ensuring that the districts have appropriate credentialed folks within their districts and then on the fiscal side of the house, ensuring that the internal controls for budget are in place and the support for that. That’s really what we’re fundamentally charged to do.” (Ed First, LEA)*



### Experience & Resources

*“they have such a national reach and they had such a wealth of experience both at the legislative or lobbying level as well as implementation boots on the ground, making things happen...they’ve got that experience over time and they also not only bring that to us, they also bring resources. So, they have some exemplar resources that have been implemented and utilized and they’re able to share those with us and willing to share those with us, so we don’t have to start from scratch” (Bank Street, EPP)*

# What are the mechanisms, levers, structures, and resources EPPs and LEAs are committing to SS?

EPPs and LEAs leverage long-term relationships and mutual alignment to advance SS goals

*“...our school partners in other arenas at the service center, a lot of those relationships are already there, so we know the district and campus culture because we work there in other capacities. So, that’s really important when you’re trying to do something different or innovative or new.” (Bank Street, EPP)*

*“There was already an established relationship with US PREP as a TA provider with our residency and with our shared governance structure, so then US PREP became facilitating that strategic staffing design work.” (US PREP, EPP)*

EPPs and LEAs engage in flexible, shared governance structures

*“The hope is that there’s that flexibility with any technical support provider coming in to provide models of strategic staffing that, based on our experience, when it’s run through the governance process, it’s more effective because it’s integrated into what’s already happening with the residency and with the partnership.” (Public Impact, EPP)*

*“It’s definitely a conversation and a dialog between the district and our program.” (US PREP, EPP)*

CROSS-TA ANALYSES OF PHASE 0 DATA

What are district motivations to participate in SS?

## What are district motivations to participate in SS?

*“[One potential partner was] still focused on getting some of their residencies within the district off the ground [...] I think the opportunity to work together and watch them with those partners, an outcome would be a better residency feeder system into the district. Really using the innovative staffing model as a proxy to set that up - I think that was one of the things that really attracted them” (Ed First)*



*“The analogy that I use is that we’re remodeling the house, but the kitchen’s on fire. That is really what we’re dealing with when we’re talking about today’s education space. Our kitchen’s on fire, but we do need to remodel the house, but we also have to put the fire out or it doesn’t matter if we remodel the house. So, how do we navigate both?”*

*(Ed First LEA)*

## What are district motivations to participate in SS according to EPPs, LEAs, and TA providers?

### Addressing

**Addressing teacher shortage and meeting local needs**

- Working in partnership with EPPs to strategically address needs

### Building

**Building the teacher pipeline through partnerships with EPPs**

- Symbiotic relationship through commitment to hire EPP grads

### Recruiting

**Recruiting for diversity**

- Recruit new teachers and distribute expertise and lived experience, with an emphasis on racial, ethnic, and economic diversity

## Voices from the field: What are district motivations to participate in SS?



### Building a Teacher Pipeline

*“We’re looking at [residents] being immersed in our culture, understanding the complexities of teaching, but also having the responsibility of what teachers face daily for an entire year before actually applying, so when they do apply and they move through that hiring phase and they are hired, then they are technically a year two teacher...and understanding the expectations of our district and what we would like for high-quality teacher”*  
(Public Impact, LEA)



### Meeting Local Needs

*“Strategic staffing models are all around trying to think about how [residents] can be engaged in their clinical practice that results in true meaningful learning opportunities for them [...] while giving them financial supports. Those are the two core things as I think about our ISS models serving two purposes, true learning and financial supports. And then tied to that is also ultimately serving the instructional needs of the schools and districts that [residents] are placed in.”* (Bank Street)



### Recruiting for Diversity

*“Our system, we’ve all said it, we’ve all heard it, we’ve all read it. It’s getting exactly what it’s designed to do. So, unless we disrupt that and we, as a sector, have been completely isolated from the other disruption that the other sectors have experienced.... Why couldn’t we create something similar in our education space that validates and recognizes the importance of specialty experience that we can wrap around kids?”* (Ed First, LEA)

CROSS-TA ANALYSES OF PHASE 0 DATA

# What are EPP motivations to participate in SS?

## What are EPP motivations to participate in SS?



*“We knew that it was upping the ante in terms of rigor, in terms of what we were asking for of our candidates, the amount of time in the field, the intensity of the experience, and we knew it was the right thing to do. We are the primary preparer of teachers for our region and so, we have a tremendous responsibility in our teacher preparation program to make sure we’re doing a good job because we could also go the other way. There’s a possibility for harm and we really are focused on quality and so quality is the underlying principle for the residency.”*

*(Public Impact, EPP)*

# What are EPP motivations to participate in SS?

<b>Learning to Teach</b>	Belief that more clinical hours and high-quality mentoring = better teaching
<b>Expanding Access</b>	Removing financial barriers provides more opportunities for EPP candidates to participate in residencies
<b>Employment Opportunities</b>	Shared goal with LEAs to ultimately employ and retain residents as teachers
<b>Leverage and build strong relationships</b>	Build on and leverage extant strong relationships -- with LEAs and also with TAs.

## Voices from the field: What are EPP motivations to participate in SS?



### Learning to Teach

*“Quality teacher preparation is not accessible right now and that’s a problem for all of us. There are a lot of both district and higher ed sides that are interested in [this]. They are motivated to see if they can move that needle a little bit. That’s what we look for and that’s how we do the recruitment determinations.” (Bank Street)*



### Expanding Access

*“When we think about a yearlong residency, we’re talking about 4-5 days a week in the classroom over an entire school year. That’s a hardship for a student if they’re not able to get any recompense for that because they’re not able to work outside of the residency or if they are working outside the residency, it’s going to negatively affect their performance in the classroom or their... coursework, so the ability of the district to use ISS to provide a salary to the teacher residents, even if it’s not a very big salary, it does help because it offsets the cost of tuition, etc. and provides a living wage at least for our students so that they’re able to engage in it because in some cases, some of our partners don’t provide that and it is a hardship for the students.” (US PREP, EPP)*



### Employment Opportunities

*“Kind of like year long process interview to where once that campus the following year has openings, that’s the first person that they’re going to go to because (the residents) know the ins and outs of that campus”  
(Public Impact, LEA)*

CROSS-TA ANALYSES OF PHASE 0 DATA

# Cultivating partnerships: What are enabling & constraining conditions?

## CROSS-TA ANALYSES OF PHASE 0 DATA

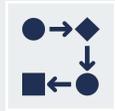
# Cultivating partnerships: What are enabling & constraining conditions?

- Shared views across EPPs, LEAs, and TA providers regarding the importance of communication and responsiveness.
- However, EPP and LEA partners spoke more readily about tensions and the need to balance between district and K12 students' needs and EPP and residents' needs.
- In this section we first present key patterns and themes in TA providers' views on enabling and constraining conditions.
- Next, we present EPP and LEA partners' views, attending to the ways that conditions can at times be constraining and/or enabling, supportive and/or limiting.
- The section concludes with a case study.

### Cultivating partnerships: What are enabling conditions, according to TA providers?



Pre-existing structures designed to support SS, Readiness criteria for EPPs, LEAs desiring to implement SS



Leveraging extant partnerships, relationships, resources and trust.



Buy-in from EPP and LEA partners willing to engage in SS, having the “right people” at the table, shared goals.



Empowered flexibility in EPP and LEA partner recruitment, candidate selection, model design, on part of funder, etc.

*“Our entry point is with the EPPs as we’re already working alongside them to pilot and scale our residencies, so it only makes sense that we work alongside them to identify the districts who might have a readiness to engage in this kind of work [...] we actually have detailed readiness assessments and thinking strategically about do they have a cohort of candidates already and the governance meetings in place and site coordinator, those kinds of things [...] We look for things like Title I schools, schools who are economically disadvantaged. We also are thinking about specific feeder patterns when we think about EPPs and their district partners and thinking about the geography of those school campuses because specifically, we want to be mindful of site coordinator travel, teacher candidate travel. We look for schools that have strong campus leadership who can navigate change, have a capacity and desire to engage in governance meetings. Of course, have quality mentor teacher pools and then diverse school settings.” (US PREP)*

## CROSS-TA ANALYSES OF PROVIDER INTERVIEW DATA, PHASE 0

### Cultivating partnerships: What are constraining conditions, according to TA providers?

*“The entry point of finding districts that both believe that they have a challenge that should be addressed through teacher residency that is on the leadership agenda as a focus to focus on, that are far enough along that scaling is a possibility, that has an IHE partner that they’re already with and the challenge is really, how are we going to design and fund this.” (ERS)*

*“When you start a school year with vacancies, there’s this imminent need that you need to solve for, and so, part of our challenge is helping districts see that this is a long-term investment, such that this will no longer be the challenge, but they still need to deal with this challenge.*

*They still have vacancies, so how to parallel process, solving for this year with the long-term plan to make sure that that is no longer a problem is not external, but it is something that is the ecosystem that we function within and so, that is always present.” (Bank Street)*



Potential EPP and LEA partners may view SS as a short-term, not a long-term solution



District- and state-level policies



Change/initiative fatigue



Disconnect between district needs/challenges and SS as a solution

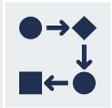


Perceived lack of flexibility

### Cultivating partnerships: What are enabling & constraining conditions according to EPP and LEA partners?



Across EPP and LEA partner interview data we note the ways that conditions can at times be constraining and/or enabling, supportive and/or limiting.



Consistent need for: flexibility, communication, substantive partnering across design and implementation.



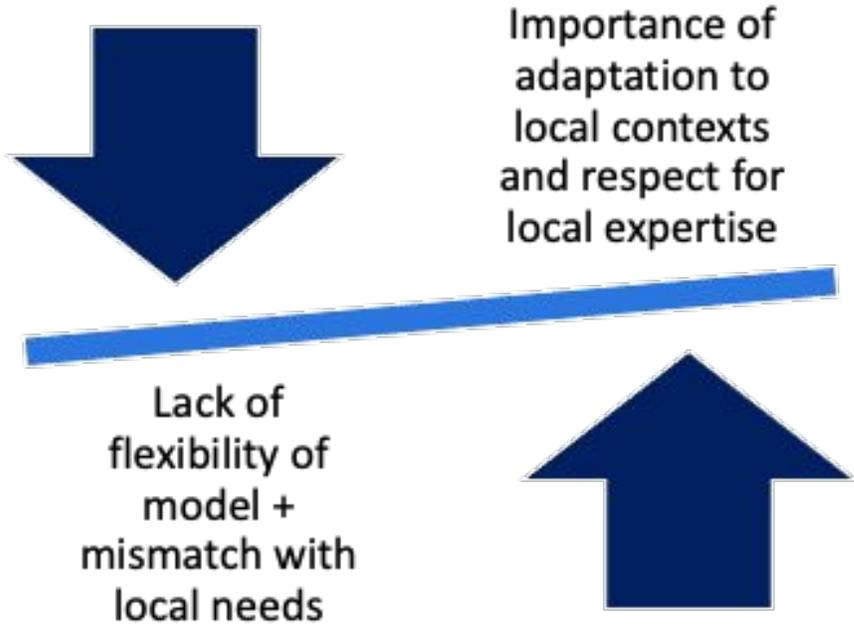
Naming of what needs to be balanced, including K12/University student needs.



At times, there is tension between short- and long-term goals. Solving these tensions comes down to working collaboratively, compromising, and making change.

***“Long-term, overall, we have the same goal and when we look at the small term, there have been things where they need a warm body to sub in a class and we can allow that to an extent that works out, that’s great, but on the other hand, we have to protect our students, but they understand that, so when there have been issues that have come up, we’ve been able to sit down and work it out together... but this year, it’s going to be very different. We’re going to supply the names to the principals and they are going to review the candidates and place them on specific campuses to try to better fit their needs. So, we’re willing to be flexible with what they think is going to work out better for their staffing as well... it seems like we all understand that we all have certain restrictions we have to work under, but everybody’s been open to discussion and give and take where it’s possible.” (US PREP, EPP)***

## Cultivating Partnerships: What are enabling and constraining conditions? *Flexibility and Adapting to Local Needs*



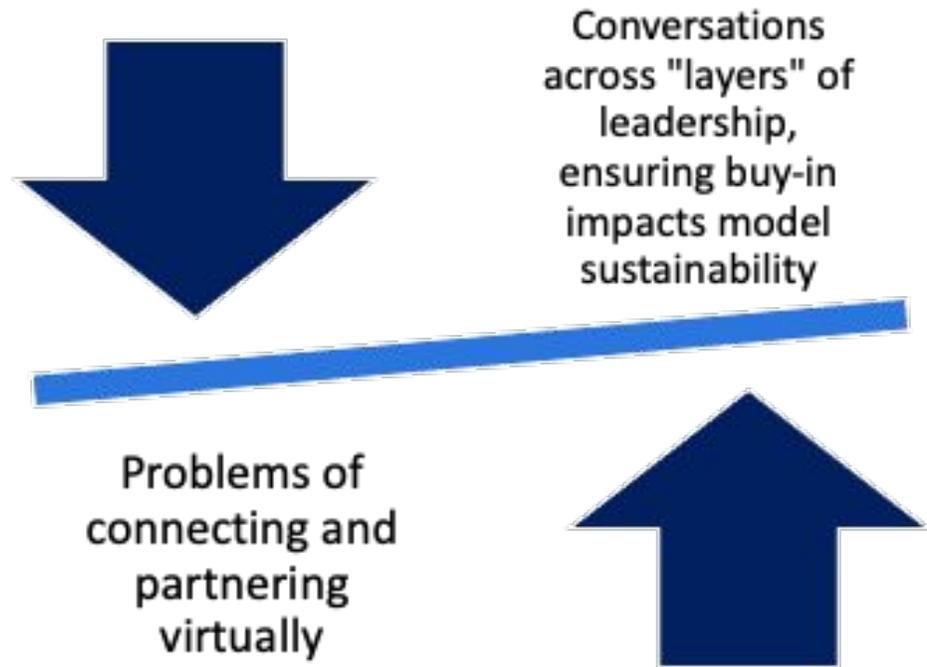
*“When we think about what we’ve done with [LEA], we sat down with US PREP and we went through different models, could they be substitutes, could they be paras, could they be offering tutorial and we had to try to find a fit that was best for what the district needs and for what our students need, so that was really a big open conversation and US PREP facilitated that, but it was an open conversation between what’s the biggest need in the district, where are they going to get the most benefit from, but what is it that meets the needs of our students to be in a classroom co-teaching with the mentoring that they need and hours and supervision that they need, but no one decided that in isolation. It’s definitely a conversation and a dialog between the district and our program.” (US PREP, EPP)*

*“I think the third barrier might be a lack of flexibility of the models even though that might be changing now. During our design year, there wasn’t a whole lot of flexibility around the models, so often, there was a mismatch [...] between what the model of strategic staffing was and then what the district was able to do in terms of the constraints they were working with and because we were not, at that time, in a super high teacher shortage, not a ton of vacancies, so there was a mismatch there as well because we just didn’t have a huge teacher shortage. Yes, in certain areas, but not across the board. And because a lot of the work was driven by shortages and vacancies, structurally, there was a mismatch.” (Public Impact, EPP)*

***Appreciation for the ways that flexibility is important and needs to be co-constructed across actors, AND YET environmental challenges themselves constrain what can be done.***

## Cultivating Partnerships: What are enabling and constraining conditions?

### *Communication: A case of turning around a challenge in communication*

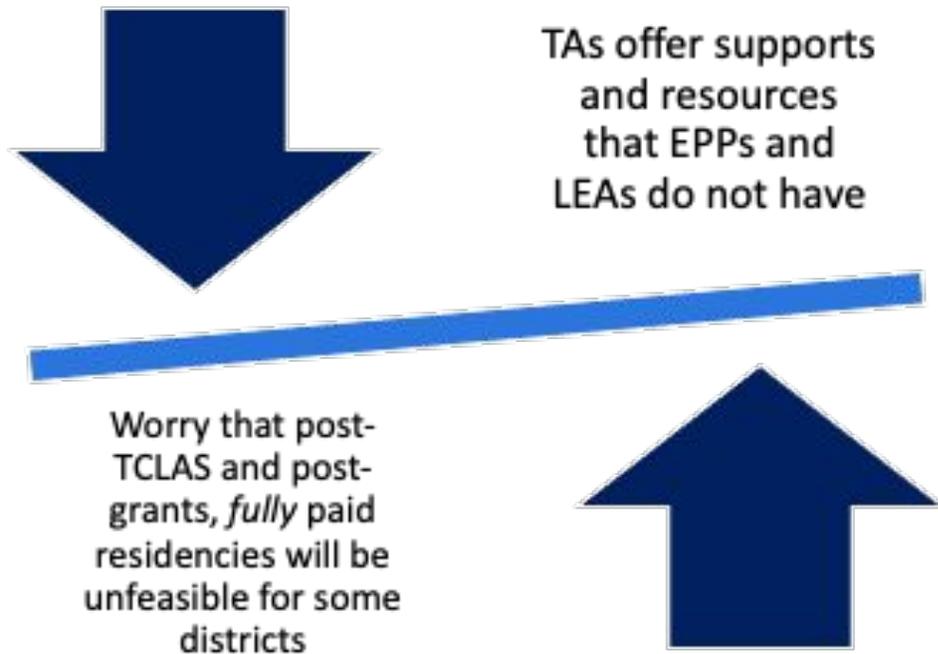


*"So, there was a little bit of frustration, but I was super transparent and I don't have time to mince words. You're going to know right where you stand—that didn't work. So, what can we do to make it work? And they were incredible. They listened to that feedback, they took it on the chin. I'm a super straight shooter and they completely, for the design session 2, 3, and now we're going into 4, completely changed their approach, their preparation, the pre-prep, the meetings between the meetings, making sure that we're doing what we need to do to stay on the timelines and we have enough information to do what we need to do. So, all that to say, it started out a little shaky and just absolutely is becoming what we thought it was going to be."*

*(Ed First, LEA)*

***Communication across actors is challenging and important. This case highlights the skilled ways that TA providers can listen, adjust, and respond as they build productive partnering relationships.***

## Cultivating Partnerships: What are enabling and constraining conditions? *Sustainability + Resources*

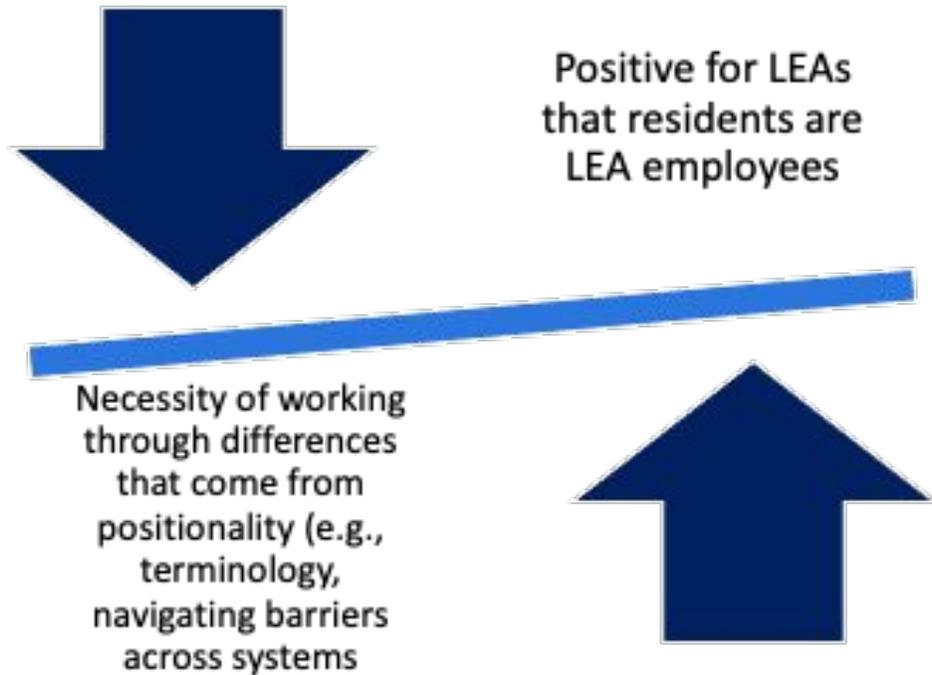


*“The part that we needed the most help with was the financing and how to finance the residency, so the tools that they have to be able to support the understanding of someone who is not a CFO, which would be me.... they had a full suite of resources that were turnkey that I could use and that I could understand without being a CFO that then turn around and message to the school district and get them to say yes and they did. So, that piece was really important to me.” (Bank Street, EPP)*

*“There might be a tendency to revert back to the old model because it’s what you know and it’s easier and cheaper. It is cheaper. We had to come up with extra money to figure out how to do all this, which is why the grants important on all this stuff to make it happen, so that you can build into the funding piece of it. And same thing with the ISS. The TCLAS grant with 20K guaranteed for every student, that’s nice, but when that goes away, are they still going to be paying 20K because I don’t know that that’s going to be the case in every district. They’ll be paying something, but I don’t know that it’s going to be the full 20K. You know what it’s better than? Nothing, which is what we used to pay them.” (US PREP, EPP)*

***TA providers offer critical support in areas that are not traditionally the wheelhouse of educators (in particular new practices of funding). And yet, sustaining change is difficult given historic patterns and ways of funding education.***

## Cultivating Partnerships: What are enabling and constraining conditions? *Role Convergence*

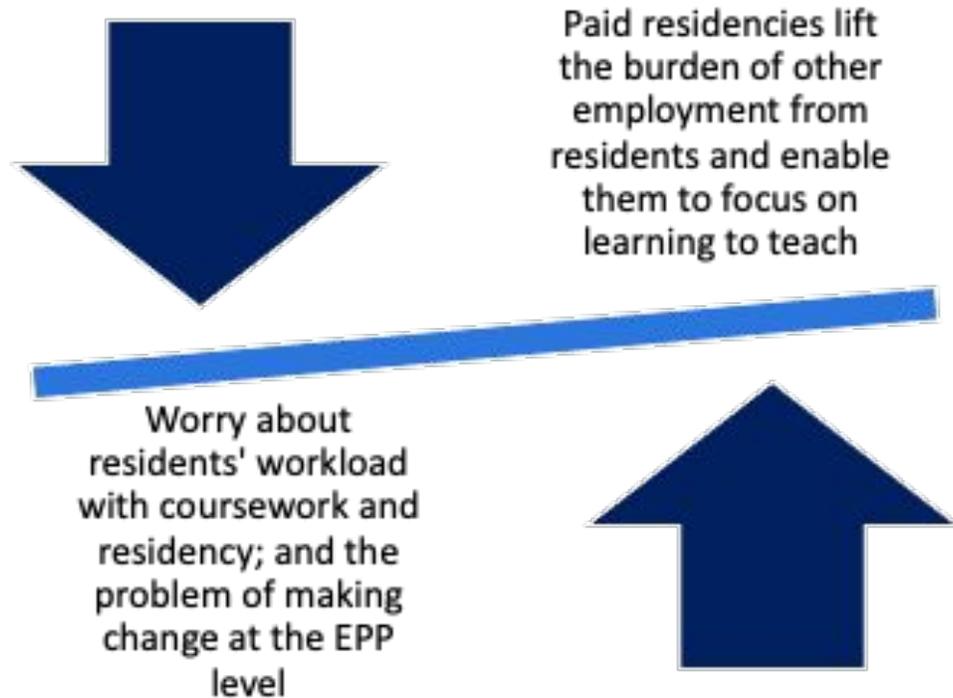


*“Because they’re both employees of the school district and [EPP] students as residents, no longer just a student teacher or a resident in a campus, but really they have that dual affiliation, there’s often, and especially in the moment that we’re in right now, there’s the potential that a resident would be pulled to do lots of different things and that’s something that we are on guard for and we have site coordinators who are full-time faculty who are out in the field and they’re constantly at schools and talking to our residents so they’re alert and they know when something like this is happening and then it’s a partnership conversation. It’s not an unintended consequence because I think you could see the potential for it to be there, but it’s a possibility, especially in crisis moments.” (US PREP, LEA).*

***The dual roles that residents assume bring additional layers of complexity to SS. Consistent communication and intentional design between LEAs and EPPs about appropriate roles for residents to fulfill can help strengthen partnership and provide high quality clinical experiences for residents.***

## Cultivating Partnerships: What are enabling and constraining conditions?

### *Workload + Problems of Change*



*“Another challenge is the increased workload for the residents. When they start the residency, they’re still taking either 12 or 15 college credit hours when they start working as teacher residents and they’re working a full-time job [...] and it’s very stressful for them. It’s a high stress area and they’re working full-time, so I think the challenge that the students face and we’ve had to learn how to try to support them and talk them through it when they’re ready to quit and when they get through it, they see the value in it. They see the value while they’re doing it, but it’s easier for them to get lost in the day to day struggle to get their tasks done. So, recognizing the struggle that the students have and then finding ways to support them has really been a challenge.” (US PREP, EPP)*

*“This whole program is changing the face of education. Creating the opportunity for so many people who don’t go into education at the university level because of the unpaid clinical teaching or resident program that they have. That’s hard. Students nowadays are different at university. A lot of them are paying their own way, having jobs, and we don’t want that to be a deterrent and we also, in our district and our board of trustees using their words, we don’t want that second job to be a distraction from them growing professionally and for them developing our students. So, that’s a goal. That’s what we want to do [here] is 100% there with us and helping making these things a reality.” (Bank Street, EPP)*

**Fully-funded residencies have the potential to both lift and increase burden on students; while financial constraints are often lessened, workload can be greater. Coordination between EPPs and LEAs on course sequencing and providing adequate supports can help ensure that residents are able to successfully complete the clinical experience.**

## Cultivating partnerships: A case study of managing constraints, Part 1

### Empowered flexibility and implementation:

- **EPP and LEA partners named the ways that prior work in US PREP transformation enabled strategic staffing and helped avoid constraints.**
- EPPs and LEAs named US PREP **structures, processes, coherence, relationships, and work done prior to strategic staffing**, in transformation, including governance, “fit” between residency and strategic staffing, shared goals, and the importance of intentional incorporation of faculty and site coordinators in residency

*“There was already an established relationship with US PREP as a TA provider with our residency and with our shared governance structure, so then US PREP became facilitating that strategic staffing design work ...the design work facilitated by US PREP was integrated and threaded into our governance structure that we already had in place with the school district.”  
(US PREP, EPP)*

*“I don’t know that we would have been able to do anything with ISS because I don’t think that we would have been as intentional as the yearlong residency, a one semester could not have been supported through ISS. I don’t think it would have happened at all.” (US PREP, EPP)*

## Cultivating partnerships: An instructive case of managing constraints, Part 2

A full substitute model without “clear parameters” caused *potential* concern for one district and an EPP.

- The LEA made the argument that being a “floating sub... minimizes [the resident’s] experience in becoming the best potential teacher that they can be or will be.”
- Relatedly, an EPP had initial data showing that paid residents may have been progressing in their practice at a slower rate than candidates in unpaid residencies. Their initial hypothesis was that unpaid residents had more consistent placements than did paid residents who subbed in various classrooms during their clinical placement.

Meanwhile, the pre-established residency model provided **safeguards or guard rails** for a different EPP, guaranteeing consistency of placement and relationship with mentor teacher. This enabled this EPP to choose a *modified* substitute model

*“Baseline, they have to be in the classroom with a mentor teacher 3 of those 4 days a week. We’re not adjusting that or adapting that. 3 of the 4 days, they have to be in the classroom with a mentor teacher. They have one day where they can potentially play a different role that helps meet the needs of the district and so, there are **pretty clear parameters around the model**. The flexibility comes in that one day. What is it that the district needs? What could residents do that would help them meet those needs and then what do they have the resources that they could eventually reallocate to pay resident stipends.”*

*(US PREP, EPP).*

*\*\*\*Note: A remaining empirical question we will ask in coming phases of the evaluation: how do different models (i.e.: substitute, paraprofessional, etc.) of SS support learning to teach? Are there differences in model and residents’ teaching effectiveness?*

## CROSS-TA ANALYSES OF PHASE 0 DATA

How might SS models support candidates' opportunities to learn to teach? How might these models impact K-12 students' learning opportunities?

## CROSS-TA ANALYSES OF PHASE 0 DATA

# How might SS models support candidates' opportunities to learn to teach? How might these models impact K-12 students' learning opportunities?

- Shared views across EPP, LEA, and TA providers regarding: the importance of robust clinical experiences and access to high-quality mentor teachers; the ways that “day one ready” teachers will support K12 students' learning; and diversification of teacher pipeline.
- While these shared views exist there remain differences in the enactment of these goals. So, for example, all agree about the importance of a strong mentor teacher, but the choice of that mentor teacher rests with different agents across models.
- Further, differences include the attention TA providers bring to the scope and sequencing of clinical and pre-clinical experiences, with some models attending more than others to these experiences.
- In addition, there are different perceptions regarding which safeguards and guardrails are necessary.
- EPP and LEA partners spoke about the ways that SS can *both* support residents' *and* K12 students' learning, and the connectedness of these outcomes.

# How might SS models support candidates' opportunities to learn to teach? How might these models impact K-12 students' learning opportunities?

## Guidelines and Assessments

- EPP and LEA partners named the importance of structural guidelines and clear teacher candidate learning expectations. Allows for candidates to “truly have an impact” on student growth.
- *Some* spoke about data assessments and how those are paired with these guidelines

## Relief of Financial Burden

- SS models offset expenses and cost of tuition
- Allows students to engage in residency without the “hardship” of working an additional job
- Equity implications for removing financial barriers of year-long residency
- *In Phase 1 we will assess residents' perception of the financial support and how and in what ways this motivates them and contributes to their opportunities to learn to teach.*

## Year-Long Experiences with Strong In-Service Teachers

- Year-long residency provides exposure to all aspects of teaching, creating opportunities for more responsibility and teaching
- One partner named capacity-building of mentor teachers as a means of better supporting candidates

## How might SS models support candidates' opportunities to learn to teach? How might these models impact K-12 students' learning opportunities?

### Teacher Effectiveness

- First year teachers prepared to teach effectively on day one
- Investing in residents (by preparing and hiring them) so that they in turn invest in their students; creating a pipeline of effective teachers
- Expectation that better prepared teachers who are well-trained and well-supported will stay in the field longer.

### Relationship Building

- EPP and LEA partners named opportunities for residents to build relationships with school staff and administration.
- One partner spoke specifically of creating teams of teachers who know each others' students well and are able to provide support when team members' are out or on leave.

# How might SS models support candidates' opportunities to learn to teach? How might these models impact K-12 students' learning opportunities?

<b>Year-Long Experiences with Strong In-Service Teachers</b>	<ul style="list-style-type: none"><li>• Greater coherence across pre-clinical and non-clinical experiences</li><li>• More robust, more authentic clinical experience</li><li>• Maximizing impact of mentor teachers (year-long experiences with in-service teachers)</li></ul>
<b>Relief of Financial Burden</b>	<ul style="list-style-type: none"><li>• Paid residency will allow candidates to focus more fully on learning to teach</li></ul>
<b>Safeguards and guard rails</b>	<ul style="list-style-type: none"><li>• Seek to build safeguards to ensure that candidates are prepared to fulfill duties of SS. <i>At this time we know that doing so is challenging and sometimes fraught as EPPs and LEAs negotiate different sets of goals. This can and might be seen in mentor teacher matching, in school placements, and in residents' access to high-quality clinical coaching, and coherence in opportunities to learn.</i></li></ul>
<b>Teacher Effectiveness</b>	<ul style="list-style-type: none"><li>• Highly trained, better prepared teachers, democratizing access to highly prepared teachers</li><li>• Greater diversity in teacher pipeline; reflecting the demographics of students being served</li></ul>

## Voices from the field: How might SS models support candidates' opportunities to learn to teach? How might these models impact K-12 students' learning opportunities?



### Safeguards and guard rails

*“There’s flexibility at all levels, but we want to be very conscious of the fact that we’re still accomplishing our objectives. By having that flexibility, we’re not designing something that doesn’t meet the goals that we’ve laid out that are the cornerstones of what we do.”*  
(US PREP)



### Teacher Effectiveness

*“When you have people who are trained and who really understand what it takes to be a high-quality educator. When we invest in that resident and then hire them on, what they’re going to in turn do is invest in our students.”*  
(Public Impact LEA)



### Relationship Building

*“..calling attention to the expertise in the room, the expertise in your community, the expertise in your classes, the expertise in your campuses, the expertise coming out of your brand new teacher program, all of that is part of the system that you’re creating. We have teachers who can be gone for extended periods of time for valid reasons rather than filling those spots with a single sub who has to get up to speed every time, if you have a team, one person from that team is removed for an extended period of time, well the rest of the team already knows kids.”* (Ed First LEA)

## CROSS-TA ANALYSES OF PHASE 0 DATA

To what extent and in what ways is the work focused on equity and expanding K-12 students' opportunities to do sophisticated work with academic content?

## CROSS-TA ANALYSES OF PHASE 0 DATA

**To what extent and in what ways is the work focused on equity and expanding K-12 students' opportunities to do sophisticated work with academic content?**

- EPP and LEA partners and non-partners spoke in extended ways about how SS *would and could* impact equity, focusing on equity vis-à-vis **residents, K-12 students**, and broader **societal and communal** equity.
- TA providers echoed these points, naming that they seek to:
  - Disrupt systematic exclusion of candidates from the teaching profession
  - Weave local contexts and priorities into the design process
  - Design in schools with the greatest needs first

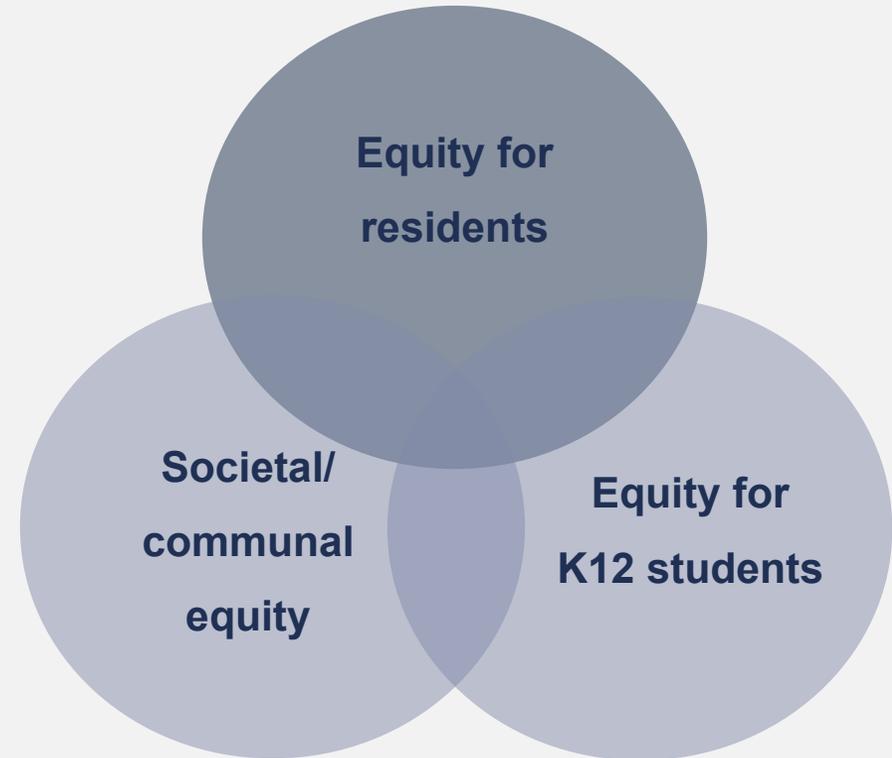
## CROSS-TA ANALYSES OF PHASE 0 DATA

**To what extent and in what ways is the work focused on equity and expanding K-12 students' opportunities to do sophisticated work with academic content?**

Bank Street stated, for example, that their purpose is to provide equitable access to quality teacher preparation by removing financial barriers. This, in turn, provides equitable access to high-quality teachers for K12 students, who they refer to as “vulnerable populations.”

*“The core of our work [has been] removing financial barriers to accessing quality teacher preparation, which disproportionately impacts vulnerable populations.”*

*(Bank Street)*



## To what extent and in what ways is the work focused on equity and expanding K-12 students' opportunities to do sophisticated work with academic content?

<b>Equity for residents</b>	<p>Goal is to:</p> <ul style="list-style-type: none"><li>● Provide residents access to high-quality content and experiences.</li><li>● Attend to the educational opportunities residents themselves had in their own K-12 schooling.</li></ul>
<b>Equity for K-12 students</b>	<p>Goal is to:</p> <ul style="list-style-type: none"><li>● Get excellent teachers in front of every child.</li><li>● Build a system in which every student counts and in which opportunities are distributed and created for both students and teachers.</li></ul>
<b>Societal/ Communal equity</b>	<p>Goal is to:</p> <ul style="list-style-type: none"><li>● Hire from within/reflect the communities they serve.</li><li>● Interrogate systems: hiring for equity, emphasizing lived experiences “getting diversity of experience from students, industry folks in front of students” (Ed First LEA).</li><li>● Correct problems of under- and un-employment.</li></ul>

*\*\*\* Note: these commitments are aspirational at this time. EPIC will evaluate, in the next phases of our work, resident assignments, and how those impact equity for residents, students, and societal/communal equity. For example: we will ask: which residents are being selected for which roles, amongst those that are applying.*

## Voices from the field: To what extent and in what ways is the work focused on equity and expanding K-12 students' opportunities to do sophisticated work with academic content?



### Equity for residents

*“We want our candidates to have equity of access to the highest quality preparation experiences, but it’s also in the classrooms. Equity of access to the highest quality learning experiences in the classrooms and regardless of the language background... We’re predominantly a bilingual community and there are still questions and issues around equity of access for our minoritized language learners and our dual language learners and our bilingual students, so equity kind of cuts in lots of different ways in this region” (US PREP EPP)*



### Equity for K-12 students

*“One of the things we talk about are mirrors and windows and so, kids having the ability to see teachers like themselves and then actually looking out into a world of diversity. So, teachers that are not like them because our worlds are made up of tons of different kinds of people and so, we purposely think through diversity and inclusion in the hiring processes” (Ed First LEA)*



### Societal/Communal equity

*“Our biggest focus on diversity and the biggest impact that we know to our communities, into our families, into our students is that our goal is to have our teaching population strongly reflect that of what our student population is and through that, we know that we’re looking at local talent.” (Bank Street LEA)*

CROSS-TA ANALYSES OF PHASE 0 DATA

# Learnings from Non-Partners

# What are lessons learned from non-partners?

- We interviewed 5 “non-partners” (LEAs/EPPs that declined to move ahead with strategic staffing with a *particular* TA provider).
  - 3 are not working on strategic staffing at this time. **Two of these non-partners named their deep respect for the TA providers and their willingness and excitement to work with them in the future when contextual challenges have been managed.**
  - 2 are working on strategic staffing, but with different TA providers.
- Of these, only 1 non-partner does not want to work on SS in the future, as they stated that they do not have problems of teacher shortages and do not want to use teacher salaries to pay residents.

\*\*\*

*Important note: (1) This is a very small sample, and likely a skewed one, given the tremendous press on LEAs and EPPs in this historic moment, and the weight of the “ask” to interview about work they’re not doing.*

# Lessons learned from non-partners: Reasons for declining participation

<b>Resource Scarcity</b>	<p>Two non-partners named needing more time to implement, grow their partnerships, recruit mentor teachers and residents.</p> <p>One LEA non-partner named that their district did not want to re-apportion monies from their own budget for residencies (<i>This is the one non-partner that does not see themselves implementing SS in the future</i>).</p>
<b>Mismatch</b>	<p>Two non-partners named a mismatch between the SS model and their lack of need: One naming their district's easy access to effective teachers.</p> <p>One LEA non-partner named mismatch with their rural context, another LEA non-partner named mismatch with the size of their district – saying that the models they were presented with were geared to smaller districts.</p>
<b>Contextual</b>	<p>COVID and the tremendous pressures on LEAs further challenged implementation of new change efforts. Short-term staffing challenges that have been alleviated at this time.</p>
<b>Lack of flexibility</b>	<p>One EPP non-partner named the lack of flexibility of the model they were presented with and the lack of knowledge the TA provider brought regarding their particular needs</p>

# Voices from the field: Lessons learned from non-partners: Reasons for declining participation



## Mismatch

*“The models that they were showing to us made a whole lot of sense if you were in a district that did not have access to talent... Our district never had a teacher shortage. We had more teachers apply for our positions than we knew what to do with. We got to be picky about who we hired and I personally had conversations with hiring officials saying, they might be a good teacher eventually, but they’re not [name of district] ready yet. We’ll pass on them. And so, it sounds kind of snobby, but we were super picky. We were considered the destination district... People wanted us before they wanted anybody else. So, there’s a lens on need there, right? Yes, we have a few vacancies, but we fill them pretty quickly. We don’t have this huge need of, oh my gosh, we need teachers. We’re desperate for teachers. We can’t find teachers. So, the initial conversations we had pre-pandemic when all of this came out, that’s the reason that we told PI, thank you, but no thank you because why would we invest our money in this when we’ll just hire somebody. We’ll continue our residency program and we’ll continue the perks and the work that we’re already putting in with those students in the manner in which we’ve started and that’s how we’re going to invest in those students, not in paying them because we just hire certified teachers who is already certified.” (Public Impact & US PREP LEA non-partner)*



## Lack of flexibility

*“Because it was the pandemic, I think that might have been another barrier. A lot of the work happened virtually. It might have looked different if it had been done in person. I don’t know the answer to that, but I think the third barrier might be a lack of flexibility of the models even though that might be changing now. During our design year, there wasn’t a whole lot of flexibility around the models, so often, there was a mismatch between...and even taking the EPP out of it, there was a mismatch between what the model of strategic staffing was and then what the district was able to do in terms of the constraints they were working with and because we were not, at that time, in a super high teacher shortage, not a ton of vacancies, so there was a mismatch there as well because we just didn’t have a huge teacher shortage.” (Public Impact EPP non-partner)*



## Mismatch

*“But our rural consortium is just not set up for that right now. So, it’s not to say we’re not willing to be invited to spaces to talk this out because I’m sure you know...I don’t know what people know about rural districts, but we’re not urban. We’re completely different. The landscape is completely different and so, a lot of these initiatives that roll out, I’m like, oh that sounds great in theory. So, you have 300 students and 12 teachers. Like, what are you going to do with that? You can’t. You just can’t.” (ASU LEA non-partner)*

## Voices from the field: Lessons learned from non-partners: Future possibilities

Non-partners named their respect for the TA providers they met with and their willingness and excitement to either work with them in the future when contextual challenges have been managed or to use their resources even as they partner with another TA provider.

*“I would love that opportunity [to partner with ASU in the future]. Now that I’ve been here for a year, it gives me a better landscape to see where our opportunities, where are areas that we could potentially explore and then I go back to the partner side of things. I’m a firm believer that this has to be shared in terms of their interests and not something to say, here’s what you will do because you’re our partner and I feel very confident with the foundation that we’ve created these past 6 months for future opportunities as they present themselves.”*

*(ASU EPP non-partner)*



*“We all have enormous respect for [name] and the work that Prepared to Teach has done, especially related to fiscal sustainability for residency programs... I also know that many of their things will still be accessible and they’re not going to turn people away from any webinars they host and I’m not going to let go of the relationship that I think I’ve established with [name]. She’s been so generous with her time and everything that they’ve created is in creative commons, so I know we’ll still take advantage of their expertise in another way.”*

*(Bank Street EPP non-partner)*

CROSS-TA ANALYSES OF PHASE 0 DATA

# Implications for SS Implementation

# Implications for Strategic Staffing Implementation



We began this presentation by naming how EPPs, LEAs, and TA providers told us that a key goal for their work on SS is their **desire for paid, sustainable teacher residencies**.

We also found that those building SS models want more: they want **enhanced teacher efficacy, changed structures, diversification of the teaching profession, increased retention, and new systems and supports**.

As such, the implications that we are about to present represent this nuanced space and the possibilities of SS.



# Key Implications for TA Providers

1

To the extent possible, gain a thorough understanding of the LEA/EPP context prior to engaging partners; \*AND\* it's possible to change course as you learn more.

2

Think about key decision points before engaging partners. Consider consulting with partners (particularly EPPs) on when and how they want to be involved in the process before beginning the design process.

3

Attend to flexibility that allows LEAs and EPPs to design models that fit their needs, while also maintaining “guardrails” of non-negotiables to ensure that the quality of the learning experience remains high for both teacher residents and K-12 students. According to partners, this includes consistent and high-quality coaching.

4

Increasing the diversity of the teaching workforce is a stated key goal of almost every LEA/EPP partner. Consider this goal at every decision point and whether/how these decisions will lead to a more diverse teaching workforce.

5

EPPs and (especially) LEAs hope that strategic staffing can solve \*BOTH\* short- and long-term goals. Speaking to both early and often is important for building partnerships.

# Key Implications for joint engagement between TA Providers and Partners, drawn from cross-TA analyses

**“Value teacher residency status while honoring partnership with the district”** *(US PREP EPP)*

1

“Protect residents and their access to high-quality teacher prep”(US PREP EPP); Continue to ask: how is the resident’s role constructed and what moves/structures/practices are being instantiated to ensure that they have high-quality opportunities to learn to teach?

2

Continue to ask: what are the effects or impacts of teacher residencies on K12 students’ learning opportunities?

3

EPP partners should (continue to) work with TA providers to determine which decision points they need to be included in (i.e.: site selection, resident recruitment and selection, etc.).

4

Continue to ask: what are the potential adverse effects of choices on equity and access (i.e.: how might recruitment or acceptance cut against or support commitments to diversification and equity)?

5

Continue to ask: How might a specific solution engender new problems?

## Key Implications for funders

1

Continue to fund and support the design year: EPPs and LEAs spoke of the tremendous “lift” of the work and the importance of financial support for the design year.

2

Continue to ask: how is the resident’s role constructed and what moves/structures/practices are being instantiated to ensure that they have high-quality opportunities to learn to teach?

3

Work with the evaluation team and key stakeholders on access to data and the use of common measures across TA providers/ EPP and LEA partners

4

Continue to facilitate opportunities for TA providers and partners to engage with evaluation data and make improvements to TA implementation.

# Key Implications for EPIC

1

Research on SS impacts: EPPs and LEAs spoke of the need for evidence regarding the impacts of SS on both teacher candidate practice and K12 student learning. Conduct rigorous analyses to provide these data to TA providers and EPP/LEA partners.

2

Feedback/Evaluation on what is working and how to fine-tune and adapt: Provide evaluation data and implications in usable and time-sensitive ways while protecting anonymity and confidentiality and ensuring integrity of findings

3

Work with funders and key stakeholders on access to data and the use of common measures across TA providers and EPP/LEA partners

4

Continue to facilitate opportunities for TA providers and partners to engage with evaluation data and make improvements to TA implementation.

# Authors

*This document was prepared by the EPIC team that works on the Gates and HEI evaluation of Strategic Staffing:*

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CROSS-TA ANALYSES OF PHASE 0 DATA

# Questions/Comments?



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