

Lead Applicant/Organization Name: University of Southern Mississippi	
Lead Applicant Entity Type: Institute of Higher Education	
Select Grant Category: <input type="checkbox"/> Ensuring Equitable Apprenticeship Pathways and Partnerships Through Pre-Apprenticeship Leading to RAP Enrollment: up to \$4 million. <input checked="" type="checkbox"/> Creation of Education System-aligned Pre-Apprenticeship and Registered Apprenticeship Programs: up to \$4 million. <input type="checkbox"/> Registered Apprenticeship Hubs: up to \$6 million for projects with a local/regional or statewide geographic scope; up to \$8 million for projects with a national geographic scope.	
Project Title: Golden Eagle Teacher Apprenticeship Program	
Funding Amount Requested: \$3,809,700	
Applicants Geographic Scope of Proposed Project: Local/Regional	
Number of Apprentices enrolled in RAPs during the life of the grant: 305	
Population(s) to be served: Undergraduate college students, particularly those in under-resourced and under-served populations/areas.	
Required Partners	
<i>Organization Name:</i> University of Southern Mississippi	<i>Entity Type:</i> RAP Sponsor/Education Provider
<i>Organization Name:</i> Perry County School District	<i>Entity Type:</i> RAP Employer/Training Provider
<i>Organization Name:</i> South Pike School District	<i>Entity Type:</i> RAP Employer/Training Provider
Optional Partners	
<i>Organization Name:</i> National Center for Teacher Residencies	<i>Entity Type:</i> Industry training organization
Project Purpose: Provide a novel pathway to teacher certification through registered apprenticeship for a broader, more diverse pool of well-qualified candidates and provide the intense preparation necessary to ensure teachers persist in the profession.	
Subrecipient Activities: No subrecipients involved	
List of Credential(s) to be Awarded: Bachelor of Science in Elementary Education; MS Dept. of Education K-6 Teacher Licensure (upon completion of licensure exams)	
Summary of Program Activities: Students complete 4 semesters of teacher preparation coursework while serving as teacher apprentices within partner school districts. Apprentices will be under the supervision of mentor teachers (journeyworkers) and have regular visits from program supervisors to ensure proper training and experience in the classroom.	
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Mississippi's P-12 education system is struggling with a daunting shortage of qualified teachers. Three-fourths of the state's school districts are now considered geographical critical shortage areas based on the lack of qualified teachers and/or the number of teachers on the brink of retirement. The University of Southern Mississippi College of Education and Human Sciences seeks to address both the immediate and long-term teacher workforce needs by providing (1) novel pathways to teacher certification for a broader, more diverse pool of well-qualified candidates and (2) providing the intense preparation necessary to ensure teachers persist in the profession. This would be accomplished through the creation of Mississippi's first registered apprenticeship program for elementary teachers: the Golden Eagle Teacher Apprenticeship Program. Teacher apprenticeship is a promising approach to quality educator preparation, providing two years of on-the-job training coupled with direct instruction in the form of junior and senior level university coursework. Teacher apprentices would be employed in local K-6 elementary schools as teacher assistants within the classrooms of expert mentor teachers (journeyworkers) while pursuing a bachelor's degree in elementary education which would lead to a Mississippi Elementary (K-6) teaching license.

With its rich history as a teacher's college, USM has experience in creating and implementing creative pathways to teacher licensure. The College's work with the Teacher Assistant Program (TAP) and teacher residency programs leaves it perfectly positioned to step into the role of registered teacher apprenticeship sponsor. Similar to apprenticeship, teacher residency offers community-based clinical preparation, extensive on-the-job training, and invites districts to partner in a "grow your own" approach to preparing local community members to step into new job opportunities, thus increasing the likelihood they will remain with the local school district and in the profession. The creation of a registered apprenticeship for undergraduate students will

provide a similarly well-supported pathway to teacher licensure for individuals who do not yet possess a bachelor's degree. The online availability of elementary education coursework through the TAP program combined with the supports of registered apprenticeship creates the foundation and flexibility needed to grow this pathway within existing partner districts while also expanding to previously unreached rural districts. This will open new opportunities for well-qualified potential teachers.

Through the creation of the Golden Eagle Teacher Apprenticeship Program, the University will leverage resources in partnership with school districts, with a priority focus on those districts with high proportions of low socioeconomic students as well as districts geographically isolated from institutes of higher education. This program setup removes barriers to those students who do not live in or near Hattiesburg and would otherwise not be able to attain a BS degree and MS teacher licensure. This proposal seeks to secure funding to increase apprentice support and establish USM as a RAP sponsor; establishing and extending partnerships with school districts across the south central and southern Mississippi region. Over the 48-month performance period of the grant, 305 apprentices are to be enrolled in placements across 66 Mississippi school districts. During that same time period, 250 apprentices will successfully complete the full two-year program and enter the classroom as a licensed teacher as remaining apprentices continue through the program beyond the grant performance period. This employment advancement represents a pay increase of nearly 250% and will serve as a pathway of betterment for the teacher apprentices and their families, while also allowing them to then serve as journeyworkers to future teacher apprentices.