



Hernando County School District and BloomBoard

“Learn It” University Program Proposal

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Educator Advancement Program Proposal for HCSD

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PROPOSAL SUMMARY

BloomBoard, Inc. (“**BBi**”) is a talent development company with a core focus in supporting the preparation, advancement, and retention, of PreK-12 educators. We partner with school districts across the country to embed educator advancement programs into the day-to-day logistics of the classroom. Our fully accredited, competency-based degree and certification programs recognize and respect educators’ time, attract and retain strong talent, and helps district leaders sustainably develop their educator pipelines. We work with a portfolio of higher education institutions to offer our district partners affordable apprenticeship and residency-like degree and certification programs that develop educators’ skills and advance their careers through our unique on-the-job learning model.

The Hernando County School District (“**HCSD**”) is the leading catalyst and advocate for public education on the west, central coast of Florida. HCSD educated approximately 23,000 students in grades Pre-K-12 across 23 schools. HCSD employs almost 1,500 teachers. In the HCSD Strategic Plan published in 2018, the district established five Pillars to direct its collective focus and resources over the next five years. One of the Pillars is titled “People,” with the objective of strategically recruiting, developing, and retaining quality staff by providing staff with the appropriate coaching, support, and professional learning opportunities:

Hernando County School District, Pillar 2 lists three objectives, at the time of this proposal, two of which can be satisfied using BloomBoard programs (with the third coming soon):

- *Objective A: enhance recruitment and hiring process.*
 - *Objective B: Build leadership capacity at all levels* (program coming soon through BloomBoard)
 - *Objective C: increase the employee retention rate of qualified personnel.*
- ([HCSD Strategic Plan, Pillar 2](#))

Pursuant to this proposal, BBI will support HCSD in its efforts to achieve these objectives by guiding HCSD through the creation and implementation of a portfolio based “Learn It University” program (“**Learn It-U**”) designed to create various pathways to increase the number of qualified educators within HCSD. BBI offers the following competency-based educator advancement programs, all of which can ultimately be incorporated into Learn It-U:

Teacher Apprenticeship-based Bachelor’s Degree: This Program provides job-embedded coursework, coaching, and classroom experience to enable aspiring educators who do not have a college degree to complete the credit hours necessary to earn a fully accredited Bachelor’s Degree in Elementary Education [and Special Education] and official teaching certification. For the Teacher Apprenticeship Program, each participant will earn sixty credit hours by completing twenty courses.

The Program courses are offered through BBI’s higher education partners, whom BBI has contracted with to provide such courses to HCSD educators. Because each of member of HCSD cohorts may come to their respective Program with varying levels of existing credit hours and background experience, the BBI team is trained to commence each implementation by designing a personalized pathway with each candidate based on transfer and test out credit, current classroom assignment, timing during the school year, and preferred pacing.

Prior to commencing cohort engagement, BBI and HCSD will engage in a Learn It-U planning session to confirm the program components to be prioritized by HCSD, the number of participants who will enroll in each program, and the desired program timing. BBI and HCSD will plan the launch dates for each program cohort and work together to promote the opportunities within the HCSD community. Concurrently, BBI will also provide registered apprenticeship process management consulting services to HCSD, as detailed in the next section of this proposal.

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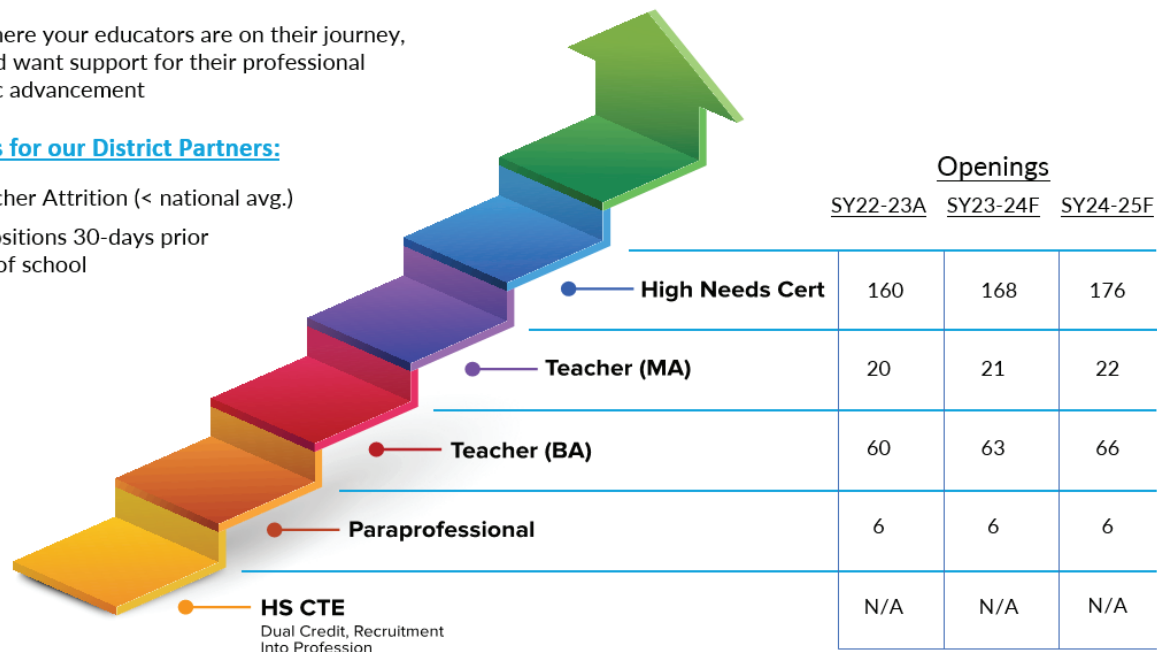
All the Programs offered through Learn It-U will be designed to create various pathways to meet HCSD’s strategic plan priority of recruiting, developing, and retaining quality staff by providing staff with the appropriate coaching, support, and professional learning opportunities, as outlined in the graphic below:

Needs Assessment: Hernando County School District

No matter where your educators are on their journey, they need and want support for their professional and economic advancement

3-Year Goals for our District Partners:

- 5 -15% Teacher Attrition (< national avg.)
- 0 unfilled positions 30-days prior to the start of school



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EDUCATOR ADVANCEMENT PROGRAM COMPONENTS

Portfolio-Based Certification and Degree Programs:

BBI's Educator Advancement Programs require learners to be active participants in a combination of on-line and synchronous learning processes provided by its higher education partners in partnership with BBI's implementation team. Each course within a Program includes 3 portfolio-based unit assessments, and the BBI Team provides coaching and structured learning cohort events to guide participants through learning activities and portfolio development. The learning activities build upon key concepts with research, case studies, and other examples. Synchronous learning events can be personalized per participant and cohort needs, but include structured collaborative discussions and assignments around the learning activities, portfolio creation, and platform navigation. Participants demonstrate their knowledge, skill, and competence through the submission of a structured portfolio to pass each unit within a course.

Participants will also have access to collaboration tools on the BBI Platform, which they can use to engage with cohort peers as well as expert facilitators as they work through the unit assessments within each course. In addition, every portfolio submission is reviewed by trained and calibrated assessors. If the participant meets the submittal requirements, the assessor will recommend approval of the submittal and issuance of a digital badge signifying competency. If the participant requires additional work to meet the submittal requirements, the expert assessor will provide feedback and encourage the participant to resubmit a revised portfolio to pass the unit assessment.

Registered Apprenticeship Program Consulting:

BBI's Teacher Apprenticeship Certification Program provides job-embedded coursework, coaching, and classroom experience to enable aspiring educators who do not have a college degree to complete the credit hours necessary to earn a fully accredited Bachelor's Degree in elementary education and teaching certificate. BBI will work with HCSD refine and submit this Program to the U.S. Department of Labor for approval as a Registered Apprenticeship Program in Teaching.

Registered Apprenticeships are approved by the U.S. Department of Labor if they meet the Department's standards for rigor and quality. A Registered Apprenticeship confers a nationally-recognized credential for apprentices, along with worker protections like minimum pay rules, and unlocks state and federal workforce dollars to fund the program. The U.S. Department of Labor recently announced that Tennessee will sponsor the country's first Registered Apprenticeship for K-12 teachers. HCSD wishes to pursue a similar approach to gain approval of a Registered Apprenticeship for Florida educators. BBI will provide strategic consultation, design support and technical assistance to HCSD to obtain Registered Apprenticeship approval from the Florida Department of Labor for BBI's Teacher Apprenticeship Certification Program, as follows:

- BBI will help HCSD identify key Program partners;
- BBI will help HCSD identify and design the Program's on the job competencies;
- BBI will provide HCSD liaison services between the state, HCSD, educator preparation providers (EPP), and other key Program entities, as needed;
- BBI will deliver informational webinars to provide background on the work in Tennessee, potential benefits, and adaptations to the local context for HCSD;
- BBI will draft, edit, and review all Registered Apprenticeship Program documents required by FL Department of Labor; and

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- BBI will provide liaison services between HCSD and FL DOL regional office staff on Registered Apprenticeship Program application and required edits.

DISTRICT EXPECTATIONS AND ASSURANCES

Through this partnership, HCSD will operate under the following expectations and is committed to providing the following assurances:

- HCSD will recruit participants to enroll in the selected educator advancement programs.
- The HCSD will work with BBI to obtain Registered Apprenticeship approval from the U.S. Department of Labor for BBI's Teacher Apprenticeship Certification Program.
- For the apprenticeship components of the Program to be successful, HCSD will agree to abide by the Programmatic Assurances set forth in Appendix A.
- Unless otherwise compelled via legal request (e.g., FOIA, etc.), HCSD will keep the terms of this agreement strictly confidential and will not share any structure or pricing information with outside parties without expressed written consent from BBI.

BLOOMBOARD EXPECTATIONS AND DELIVERABLES

Through this partnership, BBI will operate under the following expectations and is committed to providing the following deliverables:

- BBI will support HCSD in its efforts to recruit participants to enroll in the selected educator advancement programs.
- BBI will support HCSD in its efforts to obtain Registered Apprenticeship approval from the U.S. Department of Labor for BBI's Teacher Apprenticeship Certification Program.
- BBI will provide support to HCSD to enable HCSD to implement the Program consistent with the Programmatic Assurances set forth in Appendix A.
- BBI will coordinate with BBI's university partners on an ongoing basis to facilitate successful Program implementation and timely issuance of credit hours and degrees by BBI's university partners to successful Program candidates.
- BBI will provide all Program participants access to BBI Platform licenses to engage in the Program courses and unit assessments. Platform access will include portfolio submission and review tools and services, virtual collaboration and facilitation tools and services, access to public and private resources associated with each unit, and the creation of HCSD's personalized pathway on the BBI platform.
- With leadership from the HCSD team, the BBI Educator Success Team will support the expansion of the Program based upon the results of this implementation.

CONSIDERATIONS FOR SUCCESSFUL IMPLEMENTATION

Having now contracted with eighteen state departments of education and hundreds of districts on educator advancement implementations, BBI has extensive experience managing the critical aspects of the implementation, communication, stakeholder engagement, and educator buy-in processes. As part of our work over the past five years, we have developed an implementation framework covering four key Educator Success Principles: Strong Vision, Meaningful Incentives, Strategic Supports, and a Phased Approach. These Principles have been found to greatly increase educator buy-in, reduce resistance, align workloads, and reinforce motivation, all while ensuring quality and rigor.

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As part of this partnership, BBI will work closely with HCSD's leadership to develop a strategic communication and implementation plan. The goal of this plan will be to generate buy-in across all involved stakeholder groups and create excitement about this new aligned approach to teacher apprenticeship and educator advancement. This plan will include a timeline of milestones across various communication modalities (including video, in-person workshops, webinars, and written communications), all focused on a coherent theme for meaningful vision setting and expectation alignment.

TIMELINE

High-Level Project Plan (Tentative and Subject to Change):

- **May/June 2023:** HCSD and BBI sign a partnership agreement and/or associated sales order.
- **Summer 2023:** HCSD and BBI engage in Learn It-U planning sessions to determine the implementation plan, launch dates, and anticipated cohort numbers for each educator advancement program. BBI supports HCSD in the process recruiting participants to engage in the selected educator advancement programs. BBI will support HCSD in the creation and distribution of promotional materials, communication plans, and implementation plans for Learn It-U.
- **Ongoing Throughout the Program Term:** HCSD and BBI will collaborate to obtain Registered Apprenticeship approval from the U.S. Department of Labor for BBI's Teacher Apprenticeship Certification Program.
- **Ongoing Throughout Program Term:** Program participants will complete the application process to become students of BBI's university partners, and BBI and HCSD will support participants as they engage in the Program coursework and unit assessments using the BBI Platform.
- **Ongoing Throughout Program Term:** The BBI Educator Success Team will provide virtual support to HCSD staff and Program participants to support the Program implementation process.
- **Ongoing Throughout Program Term:** BBI and HCSD leadership will engage in semi-regular check-in calls, as needed, to discuss product feedback, onboarding logistics, and partnership successes and challenges.
- **December 2023:** The BBI Educator Success Team and HCSD staff will conduct a mid-program check-in to assess the progress of the Program participants and determine potential program course corrections and/or subsequent next steps.
- **Ongoing Throughout Program Term:** The BBI Educator Success Team and the HCSD Team will meet to assess the outcomes of the Program and discuss program expansion options.

ADDITIONAL CONSIDERATIONS

Platform integrations and Single Sign-on (SSO):

- The BBI Platform used to deliver the Program courses and unit assessments currently supports SSO utilizing SAML2.0.
- Browser compatibility – Chrome and Safari are recommended for full Platform functionality. Due to lack of CSS support, Internet Explorer is not advised.
- No third-party browser plugin software is required for full Platform functionality (e.g., Flash, Java, etc.)

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PRICING

Total Cost: \$225,000.00

- **Teacher Apprenticeship Program Fees:**

- The List Price:
 - [\$1,350] per participant per course (20 courses for the full AA→BA in Education program over 2-3 years) = [\$27,000] per participant in total tuition
- BloomBoard's Flat rate, with a marketing discount of \$2,000 per participant for Hernando County School District investment options with 10 or more participants is the \$7500 tier*.
 - Flat Pricing Discount Pricing:
 - Up to 10 participants = \$9,500 per year for two years (\$19,000 total)
 - 11-24 participants = \$8,500 per year for two years (\$17,000 total)
 - 25 or more participants = \$7,500 per year for two years (\$15,000 total)
 - * Remaining tuition balance between options below and the \$27,000 year to be covered by Federal Aid, Teacher Apprenticeship Funding, private loan commitments, and/or BloomBoard Discount.
 - 15 participants X \$15,000 = \$225,000 total investment
 - *Marketing Discount of \$2,000 per participant = possible speaking engagement /webinar to share your program (total savings of \$25,000)

Support Services Included in the Per User Program Fees: In addition to access to the BBI Platform for the participants to access and upload portfolios of evidence to pass all the required unit assessments within each course, the per user Program Fees include all the following support services during the Program term:

- Ongoing Technical and User Support Services;
- Service Upgrades to the BBI Platform;
- Ongoing Training, support and regular feedback sessions for the HCSD Team;
- Cohort facilitation by expert facilitators;
- Unit assessments by expert assessors.

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Appendix A: Programmatic Assurances

- ☐ Each Program participant shall be assigned to a general education elementary classroom, as defined by the grades specified on the state's elementary teacher license and have access to a stable group of students for at least 8 weeks at a time (as opposed to changing classrooms every day).
- ☐ Each Program participant shall have the ability to teach in each subject area (ELA, math, science, and social studies) for at least 8 weeks over the course of the Program if not self-contained.
- ☐ Each Program participant must have the authority necessary to complete course assignments. This requires a similar level of access and permissions as would typically be afforded to a student teacher completing a clinical placement, including the authority to regularly lead lessons (though not necessarily every period, every day), make instructional decisions (e.g., pacing, grouping of students, formative assessment methods, etc.), interact with parents, and review pertinent information about their students in accordance with school/school system policies. Participants also need to either own or co-own the classroom space and culture, including the authority to establish norms and routines.
- ☐ Each Program participant shall receive pay and benefits that are comparable (at a minimum) to the paraprofessional scale and have at least 3 hours of paid, independent work time each week that is solely devoted to completing coursework. This time shall be protected and provided in addition to the planning time routinely provided to teachers with similar grade/subject assignments.
- ☐ Each Program Participant shall attend up to 3 hours per week of Program Learning Communities for the first 12 weeks of the Program.
- ☐ Each Program Participant shall receive the same informational communications and be invited to attend the same professional development and meetings as teachers with similar grade/subject assignments, as appropriate. It is recommended that HCSD provide initial orientation on the following topics: ethics/professional conduct rules, FERPA, technology-related policies, and any policies specific to the school/system.
- ☐ Each Program Participant shall be provided with curriculum and instructional materials in each subject area they are assigned to teach, including but not limited to a scope and sequence, unit plans, necessary texts, detailed lesson plans, assessments, and student-facing materials. In math and ELA (at a minimum), these materials should "meet expectations" as defined by EdReports or a similar state/local adoption process. (While participants may adjust lessons to meet the needs of students, they should not be expected to develop their own instructional materials, particularly during their first year as an apprentice. It is incumbent upon HCSD to ensure participants are provided with detailed, high-quality materials.)
- ☐ Each Program participant shall be assigned a "navigator" teacher with an effective rating and at least two (2) years of classroom experience who will be reasonably available to the teacher apprentice during working hours to provide feedback, advice, and/or guidance. The navigator either shall co-teach in the same classroom as the participant, have the same grade and subject assignments such that they share a curriculum, or be an instructional coach for the participant. The navigator teacher and

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apprentice shall have the opportunity to co-plan at least twice per week, and the navigator teacher shall receive appropriate compensation (time and financial) for this added responsibility.

- ☐ HCSD shall assign a senior-level instructional coach or curriculum director as a Program lead and overarching program navigator to participants. This program lead shall attend Program training(s) and regularly and consistently communicate with BBI to track participant progress and support program implementation.
- ☐ HCSD shall ensure that all navigator teachers attend BBI training and that all relevant principals attend BBI program orientation.