

APPLICANT FEEDBACK SUMMARY

2013 AmeriCorps State and National Grant Competition

Legal Applicant: Relay Graduate School of Education

Application ID: 13ED147144

Program Name: Relay New Teacher Pathway

For the purpose of enhancing our programs by improving the quality and quantity of applications to the Corporation for National and Community Service (CNCS), we are providing specific feedback regarding the strengths and weaknesses of this application. These comments are not meant to represent a comprehensive assessment; rather the analysis represents those elements that had the greatest bearing on the rating of the application. Please note that this feedback consists of summary comments from more than one reviewer. For this reason, some of the comments may seem to be inconsistent or contradictory. Comments are not representative of all of the information used in the final funding decision.

Reviewers' Summary Comments:

(+) The applicant provides research data on the present status of education nationally and regionally that support a need for the project. The data provided is recent and relevant to organizing educational opportunities that will address the academic needs of students and the need for highly-qualified teachers.

(+) Graduation and postsecondary enrollment data are provided for each of the target communities that will be included in the project. The data provided offer further support on the need for the project for disadvantaged students within each of the target areas.

(+) The applicant provides correlational information on the need for disadvantaged students to have highly-qualified teachers. The information clearly supports the applicant's mission for increasing the teaching Corps for targeted students included in the project.

(+) Teacher retention and attrition information denotes a high level of turn-over among teachers in high-need poverty schools based on several factors to include a lack of familiarity and association with high-need students.

(+) The applicant provided a demographic comparison and disparity in graduation rates for New York City and Newark which reflect a significant community need for intervention in these targeted areas.

(+) The applicant provides an extremely thorough and detailed account of the activities Members will carry out as mentor teachers in the Relay New Teacher Pathway Program. Essentially, Members will teach with an experienced urban teacher and carry out all of the duties expected of a full-time teacher.

(+) The applicant providing a list of the targeted schools that will host the AmeriCorps members who will participate in the proposal. In addition, the applicant included the percentages of students eligible for free or reduced-price lunch (FRPL) at each site.

(+) The applicant provides sound explanations of how AmeriCorps members will provide additional value to the

Relay New Teacher Pathway Program. The AmeriCorps stipend will attract college students who cannot afford to student-teach without compensation. Since the focus of the proposal is to recruit Members from the low-income communities in which they will teach, this incentive is crucial to the success of their recruitment efforts and program.

(+) The applicant states that that they will measure student achievement in each resident's classroom and incorporates the use of a Master's Defense capstone project that incorporates teacher-level student achievement data.

(+) The applicant has set forth a comprehensive and persuasive description of how the proposal's evidence-based program design will have measurable impact on teacher recruitment and training. Current, well documented research about effective teacher training such as best practices in regards to pedagogy and subject area content were utilized to shape the various components of the program's design.

(+) The applicant provides research-based information in support of a conceptual framework that combines field training with graduate education which results in the certification of highly-trained teachers for high-need schools.

(+) The applicant cites the success of another AmeriCorps residency model whose participants became more effective teachers over time and whose students outperformed other veteran teachers in the same school, and presents research that confirms that teacher quality matters more for student learning than any other school-based factor.

(-) The applicant does not provide adequate detail to substantiate the severity of the need for teacher retention in the target area.