

# APPLICANT FEEDBACK SUMMARY

## 2015 AmeriCorps State and National Grant Competition

**Legal Applicant:** University of North Florida

**Application ID:** 15AC168424

**Program Name:** Jacksonville Teacher Residency

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 summary 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

#### Strengths:

The applicant presents an effective and detailed description of recruitment efforts in the target community including a web page by Jacksonville Teacher Residency (JTR) with information and application materials, outreach to graduating seniors in UNF's Biology, Physics, Chemistry, and Mathematics Departments and forming relationships with Historically Black Colleges and Universities STEM departments.

The applicant clearly documents the identified needs of the proposed target area with data supporting evidence of failing science and math scores on the FCAT, high poverty rates, high free and reduced lunches and high teacher attrition rates.

The applicant provides an effective and detailed training process for Members that clearly meets the requirement of the AmeriCorps Program including a 3-day training institute which will be followed by post-institute training consisting of team-building, AmeriCorps program expectations, CPR training, disaster preparedness, diversity appreciation, citizenship, and disability awareness).

The applicant clearly demonstrates that placing qualified college graduates, having school teachers as Clinical Residency Mentors, and providing academic support through the Jacksonville Teacher Residency (JTR) program in eight high-poverty middle and high schools, will challenge the problem of poor academic performance and motivation of low income underrepresented middle and high-school students to learn math and sciences. The applicant provides a comprehensive and well-articulated quality program design linking program need and activities to achieving the anticipated outcomes.

The applicant provides a well-developed training specialized content (teaching best practices, completion of Master in Education courses) increasing excellent performance in the field.

The applicant provides compelling statements on the skills and knowledge that will be gained by AmeriCorps Members as an added value including, three years of teaching experience, completing a Master's in Education, and receiving faculty support during their service time with AmeriCorps at the target schools.

The applicant fully explains the unique role of AmeriCorps members that being a missing yet crucial link for classroom support to curb the achievement gap that is not currently able to be filled. This provides added value to

their role as well as to the Members' experience.

The applicant offers strong evidence-based studies such as that from the Boston Teacher Residency program and Urban Teacher Residency Program to offer its proposed program with Jacksonville Teacher Residency.

AmeriCorps members appear to benefit greatly from the proposed teaching and classroom skills, and education classes toward their master degree, which will only transfer into better employment opportunities for Members.

**Weaknesses:**

The applicant does not clearly document how the intervention will lead to the outcome identified in the theory of change.

The applicant did not present a training plan for training member supervisors in AmeriCorps requirements, program regulations, priorities, and expectations, limiting their good supervisory function of AmeriCorps members at the program sites.

Data provided is unclear as to its source with abbreviations vs. full name. In addition, it appears the statistics are mainly from the school district itself or local areas only as opposed to other outside data sources.

Though the applicant names topics in which mentors will receive training alongside Members, no detail appears to be provided to this training plan nor are other areas named in which supervisors will be trained.