

APPLICANT FEEDBACK SUMMARY

2015 AmeriCorps State and National Grant Competition

Legal Applicant: East Harlem Tutorial Program (EHTP)

Application ID: 15AC168603

Program Name: East Harlem Teaching 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 clearly states that challenging problems of low academic performance of elementary school, underrepresented children and high teacher turnover rates can be improved with their Teaching Residence program intervention.

The applicant provides substantial demographic and educational data that clearly documents the need for the designed program intervention.

The applicant provides a coherent well-designed quality program design with the goal of attracting and retaining teachers.

There is a strong link between the program's goal, intervention activities based on a Teacher Residency program, and effective strategies for practicing teaching skills, receiving high-quality mentorship, and participating in a Master's Degree education program, which will likely achieve anticipated program outcomes.

The applicant provides a comprehensive member training plan composed of orientation sessions, pedagogical training, and cultural classroom understanding that will result in effective program service.

The applicant provides a training plan to Member Supervisors under the leadership of the Deputy Director Residence focusing on the Eastern Harlem Teacher Residency program intervention and AmeriCorps regulations and priorities.

The applicant provides a detailed description of the need for the proposed project within the target area with supporting low education attainment, and not meeting standard proficiency in English and Math.

The applicant clearly documents how the proposed intervention will likely lead to the proposed outcomes.

The applicant clearly documents a multifaceted program which includes an Out of School Time K-5 program, a small group instruction with reduced student teacher ratio of 1:6 from 1:14, member enrollment in master's degree program in childhood special education which is geared to resolve the problem of identifying and maintaining a competitive and consistent pool of our of school teachers.

The applicant provides a detailed description of the member training process that will clearly lead to effective service including importance of small group instructional support and cultural competency.

The applicant provides a detailed description of Member engagement in public and community service by participating in a network of venues including social events, school observations, and panel discussions in New York that will lead to a strong ethic of continued service.

The problem/needs of economically disadvantaged students are clearly described and well documented.

The applicant clearly describes how the AmeriCorps members will provide OST Elementary Program classes and small group instruction that will directly address the problems/needs.

The theory of change is clear. The AmeriCorps members will have an important role in carrying out the program's activities of providing K-5 out-of-school-time services and small group instruction. It seems logical that these activities will help achieve the intended outcomes of improved academic performance in math and literacy.

Member training and Member supervision is clearly spelled out in the application including a comprehensive overview of AmeriCorps origin, mission and impact that will likely lead to strong support for the AmeriCorps members.

The applicant clearly describes the specific skills which will be acquired and experiences of an AmeriCorps Member including learning to become effective classroom teachers and planning lessons. It is highly likely that these experiences will be meaningful as AmeriCorps members pursue their careers in education.

Weaknesses:

The applicant does not provide statements on the number of K-5 target schools and number of children who will be participating in the program by grade, making it difficult to assess the scope of the program and how feasible the proposed program is.