

# Augustus F. Hawkins Centers of Excellence Program Grants FY 2024 New Award Abstracts

**Applicant Name:** Dallas College

**Applicant Type:** HSI

**Project Title:** Dallas College, Creating Excellence in Bilingual Educators (CEBE)

**Amount Requested:** \$1,581,866

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** Dallas College was founded in 1965 and offers more than 300 academic and technical degrees, certificates, and workforce development opportunities. Serving more than 100,000 students annually throughout Dallas County, it is one of the larger community colleges in Texas. In Fall, 2021 Dallas College started the first Bachelor of Applied Science in Early Childhood Education (BAS ECE) degree in the state within a traditional community college system. The Dallas College CEBE project was inspired by work in the field focused on increasing the *quantity* and *quality* of bilingual educators. The goals of the CEBE project are focused on providing induction supports, curricular enhancements, individualized coaching, targeted professional development, opportunities for self-reflection, and removing barriers to full certification for a newly created cohort(s) of fellows.

**Summary of Project Goals:** 1) Create a strong pipeline from the Dallas College AAT degree (and/or from community partners) to the BAS ECE degree program for bilingual certification, 2) Design unique support within coursework for the fellows in the areas of academic enrichment, socioemotional development, community engagement, and specialized professional development experiences, and 3) Develop and engage fellows in coaching by a specialized bilingual education facilitator and faculty coaches throughout the program and within their clinical experiences.

**Applicant Name:** Miami Dade College

**Applicant Type:** HSI

**Project Title:** Grow Your Own Teacher Apprenticeship/Baccalaureate Program (GYOTABP): An Innovative Approach to Recruit, Develop, and Retain Teacher Candidates

**Amount Requested:** \$2,933,971

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** The Miami Dade College, GYOTABP will increase the number of well-prepared teachers, including teachers from underrepresented backgrounds, in high-need elementary and secondary schools by providing an evidence-based and comprehensive teacher preparation program that includes recruitment strategies, professional development, curriculum development, student support, and an education residency model program that includes job placement. This will be accomplished through the design and implementation of a comprehensive recruitment plan targeting diverse populations including bilingual and/or students of color; professional development for MDC SOE faculty and students through subject matter experts at MDC SOE conferences; the revision of the current SOE curriculum to include extensive clinical experiences, apprenticeships, intensive immersion experiences in one of the target languages such as Spanish and/or French, and a component where students will have opportunities to learn and practice academic language in different disciplines; tutoring and advisement for MDC SOE students; and teacher certification examination vouchers.

**Summary of Project Goals:** (1) Recruit, retain, and graduate 180 Miami Dade College (MDC) School of Education (SOE) students from diverse and underrepresented populations; and (2) place 180 MDC SOE students from diverse and underrepresented backgrounds in paid teacher positions at Miami-Dade County Public Schools (M-DCPS) schools through a Grow Your Own Teacher Apprenticeship Model.

**Applicant Name:** University of Minnesota

**Applicant Type:** AANAPISI

**Project Title:** Project EngagED

**Amount Requested:** \$3,252,652

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** The purpose of the Project is to increase well-prepared teachers from underrepresented backgrounds. It is designed for UMN teacher education to (1) engage in outreach and recruitment of teacher candidates from racial and ethnic minoritized groups, (2) enhance curriculum and pedagogies that prepare teachers to engage with students' racial and ethnic heritages and experiences, and (3) engage in the critical professional development of preservice and in-service teachers.

**Summary of Project Goals:** The Project addresses the need for racially and ethnically diverse teachers in the local Minnesota context with a goal to increase well-prepared teachers from underrepresented backgrounds. This goal is accomplished through the achievement of four objectives: (A) Enhance high-quality teacher preparation for equity pedagogies; (B) Provide multiple supports into initial licensure; (C) Provide multiple supports through initial licensure; and (D) Provide multi-tiered critical professional development for new teachers, including teachers of color. Expected outcomes include increased recruitment, support, high-quality preparation of teacher candidates from underrepresented backgrounds; and increased retention of teachers, including teachers of color.

**Applicant Name:** The University of California-Berkeley

**Applicant Type:** AANAPISI

**Project Title:** Supporting Teachers of Bilingual/Multilingual Students through Robust Teacher Preparation

**Amount Requested:** \$2,920,477

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** Target population for this project is undergraduate and post-BA preservice teachers from underrepresented backgrounds, defined for this project as first-generation college students, community-college transfer students, teachers of color, and bilingual/ or multilingual teachers in the San Francisco Bay Area. The project will: 1) develop an undergraduate credential pathway via the new BSE education major; 2) recruit candidates from underrepresented groups including community college transfer students, paraprofessionals and other community-based candidates; 3) increase and integrate student support systems; 4) add a World Languages Spanish credential pathway; 5) extend our Bilingual Authorization program to already credentialed teachers; 6) review and revise courses to increase integration of best practices to support bilingual/dual language literacy instruction, integration of trans-linguaging practices, infusion of ethnic studies principles, and family/community engagement beyond the elementary years; and 7) strengthen our systems of new teacher support through expansion of our BTEP Induction Program into local, high-needs school districts as well as development of a BTEP Alumni Network with further education and engagement to support the needs of our graduates.

**Summary of Project Goals:** This project has the following goals: 1) Increase recruitment, support, and retention of Spanish bilingual and other fully certified teachers of color for underserved, hard-to-staff schools in our urban partner districts, and 2) Support BTEP program participants to enact rigorous linguistically and culturally sustaining instruction and authentic family engagement.

**Applicant Name:** North Carolina Central University

**Applicant Type:** HBCU

**Project Title: ReD-E 2 Teach (Ready to Teach): Recruitment and Retention of Diverse Educators to Teach**

**Amount Requested:** \$647,757

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description: ReD-E 2 Teach (Ready to Teach): Recruitment and Retention of Diverse Educators to Teach**, is to recruit, train, and retain highly qualified teacher education candidates from underrepresented backgrounds to become teachers and invest in their community. Special efforts will be made to increase the number of bilingual and/or multilingual teachers. This initiative expands our partnerships with Durham Public Schools and Durham Technical Community College. Our efforts are rooted in four core components and center on: 1) extra-curricular and financial support, 2) academic support, 3) curriculum expansion, and 4) enhancements of clinical experiences. Using a variety of internal and external partnerships and strategies, our recruitment efforts will attract students from underrepresented, diverse backgrounds. **ReD-E 2 Teach** will strive to remove financial barriers and provide an enhanced supportive academic environment that will allow students to grow and thrive throughout their program of study. Through course expansion and clinical experience enhancements, including collaborative professional development opportunities, this program aims to strengthen the knowledge and skills of early career teachers and increase their retention. The definitive focus of the **ReD-E 2 Teach** framework is to positively impact K-12 students by constructing teacher candidate competency to meet all students where they are and advance their learning by giving them what they need. This framework will equip the next generation of diverse educators with the mindset and tools necessary to provide a quality education to all students, especially for students from historically underrepresented backgrounds. **ReD-E 2 Teach** will ensure our efforts to achieve the mission of attracting, preparing, training, and retaining high quality educators from underrepresented backgrounds is realized.

**Summary of Project Goals:** 1. Enhance extracurricular support to education majors to increase program completion. 2. Increase targeted academic support to teacher candidates from backgrounds that are underrepresented in the teaching profession. 3. Expand existent curriculum leading to preservice clinical experiences. 4. Enhance clinical experiences.

**Applicant Name:** Sonoma State University, Rohnert Park, California

**Applicant Type:** HSI

**Project Title:** Educadores Diversos Unidos para Crecimiento y Aprendizaje en NORCAL/  
Diverse Educators United for Growth and Learning in Northern California (EDUCA)

**Amount Requested:** \$3,180,944

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** EDUCA aims to recruit, support, and retain an ethno-racial-linguistically diverse workforce of 340 teachers over 5 years in Northern California's (NorCal) rural and other under resourced schools.

**Summary of Project Goals:**

**Improve access to teacher credential and bilingual authorization programs for diverse candidates, including those living in rural areas.**

Establish a new cohort-based residency in rural Mendocino County to provide access to a credential program for individuals in that under resourced area, resulting in 40 fully certified diverse teachers in TK-12 classrooms in rural NorCal; Expand existing cohort-based, grow your own teacher residencies in 9 under-resourced high need districts in Napa, Sonoma, Marin, and Mendocino Counties, providing increased access to a credential program via additional financial support and on-site, local coursework and clinical practice, resulting in 300 fully certified diverse TK-12 teachers; Modify current state-approved online bilingual authorization (BILA) program into a summer online program, while continuing to offer an in-person. academic year BILA program, providing flexible options for current pre- and in-service teachers to pursue the BILA, resulting in an online summer BILA program, with students enrolling summer 2025; Recruit 175 Spanish/English bilingual pre- and in-service teachers into online or in-person BILA program, resulting in 175 fully certified teachers with BILA in TK-12 classrooms; and Develop and disseminate a multimedia Teacher Residency Manual to be used by teacher preparation programs (TPPs) to prepare and retain a diverse teacher workforce, resulting in having TPPs throughout the United States that use the Manual to implement their own residency programs.

**Provide support services to pre- and in-service teachers to improve retention.**

Create and increase affinity/identity groups through quarterly gatherings for 120 diverse pre- and in-service teachers and administrators, resulting in 90% of affinity/identity group participants reporting that participation provided them with a sense of belonging, growth as an education practitioner, increased confidence, and realization of support structures; Provide professional development for 75 mentors and 340 residents in place-based, culturally relevant instruction, classroom management, curriculum development, and working with families and for 75 mentors in culturally sustaining pedagogies, using a racial justice mentoring framework for pre-service teachers, and coaching on how to support residents in being prepared to pass licensure assessments; Support diverse pre-service teachers with appropriate wrap-around services and resources specific to pre-service teachers of color, resulting in increased recruitment, retention, and completion rates.

**Applicant Name:** California State University-San Bernadino

**Applicant Type:** HSI

**Project Title:** ExMILE: Excellence as Multilingual Innovators and Leaders in Education

**Amount Requested:** \$3,250,000

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** The **Excellence as Multilingual Innovators and Leaders in Education (ExMILE)** project aims to increase and retain the quantity and quality of bilingual credentialed pre-service and in-service teachers and administrators in the Inland Empire (IE) of California. The WCoE will build on its extensive record of graduating well-prepared teachers, in a close-knit partnership with two County Offices of Education and several K12 school districts implementing quality Bilingual Programs such as Dual Language Immersion (DLI), to further enhance and diversify the teacher workforce. Through student tuition support, mentorship programs, and newly designed credential and graduate programs and targeted professional development, a transformative evidence-based project will be enacted, with comprehensive pre-service clinical practice at its core. The **EXMILE** project will also expand outreach through partnerships with local school districts and community college and community organizations to recruit diverse bilingual candidates, engage families, and foster a supportive ecosystem for quality bilingual education with the aim to benefit all students, but especially English Learners and Multilingual Learners. The IE is an area dominantly Hispanic/Latinx with expanding DLI programs, highlighting its potential impact across the teacher demographics and the student population, specifically English Learners and underserved students.

**Summary of Project Goals:** 1. Increase Bilingual Educators; 2. Boost Enrollment in Spanish Bilingual Credential Programs; 3. Develop Innovative Mentorship and DLI Certificates and Master's Programs; 4. Professional Development.

**Applicant Name:** Fort Lewis College

**Applicant Type:** NASNTI

**Project Title:** CEDAR: Center for Educator Diversity, Achievement and Responsiveness

**Amount Requested:** \$3,213,363

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** *CEDAR* will allow Fort Lewis College School of Education and partners to implement a multi-layered project designed to increase the diversity, quality and cultural responsiveness of educators teaching in high need rural schools serving a high percentage of Indigenous PreK – 12 students and students of color. Fort Lewis College and partners – Durango School District (Colorado), Ignacio School District (Colorado) Central Consolidated School District (New Mexico), Aztec Municipal Schools (New Mexico), Southern Ute Education Department (Southern Ute Indian Tribe, Colorado), Kwiyaagat Community Academy (Ute Mountain Ute Tribe, Colorado) and Annette Island School District (Metlakatla Nation, Alaska) – will prepare three diverse cohorts of 10 *CEDAR* Fellows (total of 30 Fellows) to complete teacher licensure programs and fill teaching positions educating high need students, including a high proportion of Native American students, Alaska Native students and students of color.

**Summary of Project Goals:** To connect high need students with diverse educators prepared to raise student achievement. Increase student achievement in high-need schools. Increase number of Indigenous educators and educators of color in high need schools. Improve instructional readiness of new educators teaching high-need students. Increase impact of *CEDAR* through effective replication strategies. *CEDAR* will increase equity in education for traditionally underserved youth, raise student achievement in low-performing schools and address pervasive teacher shortages impacting equitable access to high quality teachers for high need rural students, high need multicultural students and high need Indigenous students. *CEDAR* includes four ongoing evaluations conducted by an experienced, external evaluation firm will measure outcomes for seven required measures and project-specific indicators. Evaluation will promote continuous project improvement through objective feedback and replicable evaluation procedures.



**Applicant Name:** Salish Kootenai College

**Applicant Type:** TCCU

**Program Title:** The Nest: *A Place of Belonging*

**Amount Requested:** \$3,239,838

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** Salish Kootenai College project will increase the number of Native American teachers and retain them in Montana's underserved school districts. The Salish Kootenai College Division of Education's comprehensive, evidence-based teacher education program provides embedded extensive clinical field experience. The project will prepare effective and experienced bilingual teachers of Native Languages for high-need schools located in or near a Tribal Nation.

**Summary of Project Goals:**

**1: Recruit** 10 eligible participants per program year with emphasis on American Indian candidates, including non-traditional students, committed to culturally sustaining and revitalizing education, seeking to obtain Montana teaching licensure.

**2: Retain** 20 eligible participants per program years 2-5 through application of a seamless web of supports, allowing candidate to progress in coursework integrating language and culture in preparation for careers in under-resourced schools in support of underserved American Indian children.

**3: Graduate and Place** 50 participants by end of the 5-year project with documented expertise in high impact teaching as well as capacity to integrate language and/or culture into their selected discipline as measured by diplomas, Montana licensure, and teaching contracts in under-resourced Montana schools.

**4: Support** all graduates (adding 10 per year) in classrooms in under-resourced schools, teaching underserved American Indian children and provide individualized mentorship to maximize their effectiveness and life satisfaction, leading to life-long learning and successful careers as professional educators as measured by sustained employment in qualifying schools.

**5: Retrain** (up to 60 educators) in our existing *Integrative Indigenous Education or Literacy, Equity, and Excellence* advanced licensure options or the newly proposed *Secondary STEM Advanced Program* option (underdevelopment) leading to a Master of Education in Curriculum and Instruction degree and expanding the pool of outstanding Mentor Teachers supporting preservice educators in clinical field placements.

**Applicant Name:** The University of Texas at San Antonio

**Applicant Type:** HSI

**Program Title:** Culturally Efficacious Signature Teacher Residency (CESTR) project

**Amount Requested:** \$2,861,470

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** The primary focus of this project will be to: (1) recruit bilingual first-generation/low income background teacher assistants currently employed within the seven partner school districts, (2) provide clinically rich embedded coursework and experiences (3) provide academic, psychosocial, emotional support for teacher assistants to earn a bachelor's degree and certification in Bilingual Education, (4) place certified bilingual teachers in high-need schools, and (5) retain bilingual teachers by providing induction support that includes campus-based mentors who will be engaged in professional development to prepare participants to become Culturally Efficacious Mentors.

**Summary of Project Goals:** The CESTR project will take place within the UTSA-Signature Teacher Residency in partnership with the seven partner school districts. Sixty teacher assistants currently employed (20 each year during years 1-3) with these districts and 60 teachers will be recruited to participate in the project. The teacher assistants will be Residency Teachers engaged in a job-embedded residency apprenticeship supported by campus-based mentor teachers and University field supervisors/Associate Professors in Practice. The CESTR project aims to recruit, prepare, and retain three cohorts of 20 bilingual teacher assistants and 20 mentor teachers each year for a total of 60 certified bilingual teachers and 60 culturally efficacious mentor teachers by the end of the project. The proposed project's overarching goal is to *diversify the teaching workforce* by increasing and retaining the number of well-prepared teachers from diverse backgrounds in addition to increasing evidence-based, comprehensive pre-service clinical experiences through UTSA's Teacher Preparation Program, specifically the Signature Teacher Residency model. It is anticipated that the project will result in an increased number of committed bilingual teachers who effectively promote linguistic fluency and academic achievement in English and Spanish.

**Applicant Name:** College Unbound

**Applicant Type:** HSI

**Project Title:** *Transformative Educator Pathways' Center of Excellence* (TEP-CE)

**Amount Requested:** \$3,246,486

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** The purpose of the Transformative Educator Pathways Center of Excellence (TEP-CE) is to support a comprehensive, high-quality State-accredited teacher preparation program with multiple certification pathways by creating a Center of Excellence for teacher experience at College Unbound, a designated Hispanic-Serving Institution (HSI). Recently approved by the Rhode Island Department of Education, CU is developing a comprehensive pathway for dual certification in Elementary and Special Education, taking an apprenticeship approach to candidates' clinical experience. Optional Bilingual Dual Language teacher certification will be integrated into the emerging pathways for elementary and special education certification.

**Summary of Project Goals:** The goal for this project is to increase the number of well-prepared teachers from diverse backgrounds, resulting in a more diverse teacher workforce prepared to teach in underserved elementary and secondary schools and close student opportunity and achievement gaps. We identify 5 main objectives for all students, with a focus on ensuring all underrepresented racial groups and bilingual educators reach the same or better outcomes than our general population: 1. Recruitment efforts target and reach diverse individuals with an interest in teaching, including multilingual individuals; 2. Enrolled participants develop a personalized learning pathway in a rigorous program of study with appropriate academic and non-academic supports designed to increase engagement and retention; 3. Fully certified teachers are placed in high-need schools; 4. Fully certified teachers placed in high-need schools are retained for one full year; and 5. Fully certified teachers placed in high-need schools are retained for three full years.

**Applicant Name:** Texas State University

**Applicant Type:** HSI

**Project Title:** Transformative Educator Pathways' Center of Excellence (TEP-CE)

**Amount Requested:** \$2,742,217

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** The College of Education at Texas State University (TXST), **Project ADAPT**, a new innovative Grow-Your-Own teacher certification pathway will address critical teacher shortages affecting English learners. Grounded in strong LEA partnerships, the project will:

- Recruit, prepare, graduate, certify, place, and retain a diverse group of instructional aides as fully certified teachers, with a priority for recruiting Latinx heritage speakers of Spanish (HSS), through the ADAPT Teacher Residency and 3-year Induction Program. Graduates will serve as highly-qualified and certified EC-6/bilingual education or EC-6/ESL teachers in high-needs schools.
- Recruit, prepare, certify, retrain, and retain diverse in-service EC-6 teachers through the ADAPT+ professional development to add bilingual education certification, with a recruitment priority for Latinx HSS.

**Summary of Project Goals:** Project ADAPT will create a model to uniquely serve lower-wage, diverse instructional aides in Texas for whom university-based teacher education has generally been inaccessible. Candidates will be prepared through integrated course work and extensive clinical learning experiences for rigorous academic content teaching within a culturally sustaining pedagogy in order to achieve equitable educational outcomes for underserved K-12 students in high needs schools. Project ADAPT is expected to serve 185 aspiring bilingual education and ESL teachers over the 5-year project, placing 135 as certified teachers by the end of Year 5 and continuing past that year with an additional 20 residents and an additional 20 community college enrollees in progress.

**Applicant Name:** Prairie View A&M University

**Applicant Type:** HBCU

**Project Title:** Transformative Educator Pathways' Center of Excellence (TEP-CE)

**Amount Requested:** \$3,112,991

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** The Whitlowe R. Green College of Education (WRGCoE) houses a state approved K12 teacher preparation program at Prairie View A&M University (PVAMU), the largest Historically Black College and University (HBCU) in Texas. Led by WRGCoE's teacher preparation program, which is also a Registered Apprenticeship Program (RAP) sponsor, the Panther Teacher Education Residency Model (pantherTERM) will train and certify 80 pre-baccalaureate (undergraduate) students and 20 post-baccalaureate (graduate) students, over five years.

**Summary of Project Goals:** By 2029, 100 diverse residents/participants will successfully complete a teacher preparation program and receive a teaching certification through pantherTERM. Leveraging an innovative Comprehensive Community Induction Framework© (CCIF) that emphasizes community and culture, teacher residents per year will: receive a one-year residency, tuition support, 2-year post-residency induction support, commit to serving in the partner ISD for a minimum of three years of service as a teacher of record, and enroll in a master's degree program for a high-need subject area (e.g. special, bilingual, STEM, CTE, or social studies/language arts education). Further, the pantherTERM program offers two intensive residency pathways: *pre-baccalaureate* for undergraduates and a *post-baccalaureate* onramp for recent graduates with a four-year degree—both pathways include the completion of a teaching certificate.

**Applicant Name:** National University

**Applicant Type:** HSI

**Project Title:** Diversity, Recruitment, Education, Advancement, and Mentorship for Success

**Amount Requested:** \$3,250,000

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** Project DREAMS (PD) aims to augment the National University's teacher preparation program, focusing on increasing the number of well-prepared teachers from diverse backgrounds. PD will be centered in California and include a robust, evidence-based clinical practice experience designed to improve the recruitment, preparation, support, and retention of diverse teachers within under-resourced school districts. The project will also recruit and retain bilingual educators, of which there is a critical shortage in California. Additionally, PD will increase the number of well-trained and credentialed educators in hard-to-staff school districts. Project activities include the following: targeted recruitment, academic supports such as mentoring and Professional Learning Communities, wrap-around supports such as financial aid and placement guidance, robust evidence-based clinical practice, and retention supports such as professional development and ongoing mentoring. Ultimately, this project seeks to close student achievement gaps by ensuring that all students have access to highly effective, culturally responsive educators and by increasing the diversity of the teacher pipeline in under-resourced school districts, contributing to the overall success and sustainability of the project.

**Summary of Project Goals:** PD has four goals: Goal 1 - Implement PD, a robust culturally responsive teacher credentialing enhancement program. Goal 2 - Enhance teacher preparation and support. Goal 3 - Increase the number of credentialed high-quality educators. Goal 4 - Foster leadership skills and retention among educators.

**Applicant Name:** Morehouse College

**Applicant Type:** HBCU

**Project Title:** Preparing and Retaining Excellent Black Male Educators

**Amount Requested:** \$3,020,764

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** The Morehouse College for Excellence in Education (MCEE) will significantly increase the number of Morehouse College students who upon graduation, are thoroughly equipped to enter the education sector as credentialed teachers. MCEE will support teacher candidates from the pre-service through the early career stages. We aim to eliminate some of the most common barriers that have led to critical representation gaps in the national teacher workforce. We propose to do this by offering stipends, scholarships, and other forms of tuition assistance to students who demonstrate the motivation and professional commitment to become certified teachers in high-needs schools or districts after graduation. In collaboration with key district partners, our program will provide pre-service teachers with essential clinical and student teaching experiences in secondary education classrooms. To enhance the effectiveness and retention of these future educators, programming will include a multi-layered support system featuring master teachers, coaches, advisors and assigned mentors from our expansive network of Morehouse College alumni educators. Additional activities that will enrich and supplement MCEE's pedagogical programming include book studies, workshops and seminars that focus on instructional practices that are culturally responsive, appreciative and that will equip candidates to effectively meet the diverse needs of the students they will one day serve. The project includes plans for tailored training and professional development for college faculty involved in the program, as well as structured activities that will prepare candidates to excel on the Georgia teacher certification exams (GACE). MCEE aims to support teacher candidates as they near completion of the teacher preparation program through career advising activities that will aid them with their decision-making process. Once graduates secure teaching roles, they will participate in extensive induction activities and receive ongoing support to ensure success as they navigate the challenges often experienced by early career teachers.

**Summary of Project Goals:** 1. Strengthen the Black Male Teacher Pipeline. Significantly increase the number of Morehouse College graduates prepared to become certified educators by 2029. This is a key goal needed to reach our long-term vision of improving student outcomes by building the pipeline and training well-prepared educators. Bridge the Gap Between Theory and Practice. Provide a range of high-quality field and clinical experiences, and opportunities for practitioner research. Support and Retain a Diverse Educator Workforce. Develop a robust community of practice that supports pre- and in-service Black male educators from program admission through the new teacher induction stage by 2029.

**Applicant Name:** University of Colorado Denver

**Applicant Type:** AANAPISI

**Project Title:** Breaking Barriers: Advancing Diversity, Access & Equity in the Teaching Profession

**Amount Requested:** \$3,248,475

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief project description:** The University of Colorado Denver's *Breaking Barriers* project is designed to mitigate and remove the barriers that have historically limited access for individuals from racially, culturally, and linguistically diverse backgrounds to enter and remain in the teaching profession. We will increase state-wide access through an innovative portfolio of evidence-based, clinically focused preparation pathways for undergraduate students. These pathways include job-embedded, grow-your-own pathways, registered teacher apprenticeships, and increased pathways to earn a CLDE or Bilingual Education Specialist teaching endorsement. The *Breaking Barriers* project removes financial barriers for candidates through opportunities for paid clinical roles as well as critical recruitment and retention scholarships. Targeted, high-touch recruitment, admission, and advising strategies along with carefully designed wrap-around services, and affinity groups that extend from pre-service to in-service will increase retention. Lastly, the *Breaking Barriers* project will establish a Teacher Prep Research and Evaluation Collaborative to support innovation and dissemination of knowledge on effective teacher preparation practices for diverse and multilingual communities.

**Summary of Project Goals:** 1) Develop and implement targeted recruitment and admission strategies that identify and support preservice teachers from racially, culturally, and linguistically diverse backgrounds; 2) Prepare quality teachers from racially, culturally, and linguistically diverse backgrounds in evidence-based, comprehensive pre-service clinical pathways; 3) Create and offer a CLDE endorsement and Bilingual Specialist certification for undergraduate and graduate pathways to increase the number of fully certified bi/multilingual teachers; 4) Improve quality and retention of teachers from racially, culturally, and linguistically diverse backgrounds preservice to in-service through a system of comprehensive academic, college success, affinity group, and financial supports; 5) Develop and facilitate a Teacher Prep Research and Evaluation Collaborative that innovates, studies, and disseminates information on effective teacher preparation for diverse and multilingual communities.



**Applicant Name:** Warner Pacific University

**Applicant Type:** HSI

**Project Title:** ¡Adelante! A Project to Propel WPU's Hispanic Servingness & Diversify the K12 Teaching Workforce

**Amount Requested:** \$3,249,423

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** Warner Pacific University (WPU) is a private, Christian, liberal arts college in Portland, Oregon, serving approximately 700 undergraduate and graduate students annually. WPU is proud to be Oregon's most diverse university and the state's first four-year Hispanic-Serving Institution (HSI). Roughly 61% of WPU's traditional undergraduate students identify as students of color, including 32% who identify as Hispanic. WPU has many strong partners across the educational pipeline and will collaborate directly with three K12 public school districts and three community colleges across the region to achieve the ¡Adelante! Project goals and objectives.

**Summary of Project Goals:** WPU has established five project goals: 1) Prepare students for teaching careers in high-need, hard-to-staff fields, including Special Education and dual language/bilingual education, through the development of an ESOL Endorsement and a rigorous and supportive teacher preparation pathway; 2) Create a new, highly flexible, inclusive, and affordable bachelor's degree program with licensure and special education endorsement; 3) Support current students, graduates, and employees in area schools to attain the Oregon State Seal of Biliteracy; 4) Strengthen partnerships with community colleges and Portland Public Schools to strengthen the education-to-career teacher pathway, and 5) Foster a supportive ecosystem that mitigates barriers to access, retention, completion, and successful in-field employment.

**Applicant Name:** Southwestern Adventist University

**Applicant Type:** HSI

**Project Title:** Enriching the Diversity of the K12 Teaching Workforce: A Project to Recruit, Retain, Graduate, and Employ Historically Minoritized and Linguistically Diverse Teachers in Hard-to-Staff Fields

**Amount Requested:** \$3,249,983

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** Southwestern Adventist University (SWAU) enrolled over 800 undergraduate students in academic year 2023-24, 78% of whom are Black, Indigenous, or People of Color (BIPOC). SWAU is the second most diverse college in Texas and is a proud Hispanic-Serving Institution. Approximately 40% of our students are low-income, first generation, and/or Pell eligible students and one in four students speaks a language other than English. SWAU offers a Bachelor of Science in Elementary Education, five bachelor's degrees in content areas plus teacher certification, several Alternative Certification Programs in education, and a Master of Arts in Education (M.Ed).

**Summary of Project Goals:** SWAU has established five project goals: 1) Establish SWAU as a regional Center of Excellence in Teacher Preparation; 2) Prepare students for teaching careers in high-need, hard-to-staff fields, including bilingual/ESL education, through a rigorous and supportive teacher preparation pathway; 3) Support current students, graduates, and employees in area schools to attain the ESL Endorsement, the Texas Seal of Biliteracy, and/or successfully pass the Spanish language proficiency exam; 4) Strengthen partnerships with community colleges and public schools to fortify the education-to-career teacher pathway for diverse teacher candidates, and 5) Foster a supportive ecosystem that mitigates barriers to access, retention, completion, and successful in-field employment.

**Applicant Name:** University of Nevada-Las Vegas

**Applicant Type:** HSI

**Project Title:** NVForward: Transforming Nevada's Teacher Workforce Through Innovative Apprenticeship Competitive

**Amount Requested:** \$2,977,816

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** The University of Nevada, Las Vegas (UNLV), a trailblazing R1 Minority-Serving Institution, is poised to revolutionize teacher preparation in Nevada through the expansion of its groundbreaking NVForward program. As Nevada's inaugural Registered Teacher Apprenticeship Program (RTAP), NVForward is a dynamic workforce development hub that tackles the state's chronic teacher shortage head-on. By offering accelerated, alternative pathways to teaching, NVForward cultivates a diverse pool of community-rooted educators who are committed to uplifting students, families, and neighborhoods across Nevada. NVForward has already achieved remarkable results, boasting over 400 graduates with a 94% graduation rate. Notably, 62% of these graduates identify as teachers of color, and an impressive 99.22% remain in classrooms, particularly in Title I schools throughout Nevada.

**Summary of Project Goals:** This transformative project will expand three pivotal components of NVForward, enabling the program to prepare a minimum of 300 additional teachers annually, over and above traditionally trained students. These components encompass targeted recruitment of paraprofessionals and school support staff, responsive professional development and program support that goes beyond tuition and fees, and robust post-program assistance. By prioritizing the recruitment, preparation, and retention of diverse, dedicated educators, this project will elevate educational outcomes for students, fortify communities, and emerge as a trailblazing model for other states grappling with similar challenges.

**Applicant Name:** Elmhurst University

**Applicant Type:** HSI

**Project Title:** “Ensuring Equity Through Community: Cultivating Bilingual Teachers in Culturally and Linguistically Affirming Pathways”

**Amount Requested:** \$1,948,407

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** “Ensuring Equity Through Community: Cultivating Bilingual Teachers in Culturally and Linguistically Affirming Pathways” (EETC) project will increase the number of well-prepared bilingual education teachers. We will focus on improving the preparation, recruitment, retention, and placement of such teachers by collaborating with neighboring Hispanic Serving School Districts (HSSD).

**Summary of Project Goals:** 1) serving three cohorts of 160 plus high school students total from 3 neighboring Hispanic Serving School Districts (HSSD) in our dual credit, Education Career Pathway across the 5-year span of the grant; 2) providing evidence-based supports and practices for 450-500 preservice candidates in Elementary, Early Childhood, Special Education and Secondary Programs over the 5-year span of the grant through an affinity group for candidates of color, stipends for candidates seeking a Bilingual and/or ESL endorsement, and micro-credential workshops for bilingual preservice candidates to enhance their Spanish literacy before student teaching in bilingual classrooms; and 3) creating a dual language teacher network that pairs our 100-200 preservice bilingual candidates over the 5-year span of the grant with practicing dual language in-service teachers through quarterly reflective practitioner sessions that provide mentoring and coaching and a summer dual language academy hosted on our campus with 200 participants each year and for four years in order to provide professional development and retraining for dual language teachers, administrators and multilingual families in the Midwest region.

**Applicant Name:** Texas A&M University Kingsville

**Applicant Type:** HSI

**Project Title:** “Empowering Educators: A Comprehensive Approach to Educator Preparation Program (EPP) Enhancement

**Amount Requested:** \$1,948,407

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** This project is a transformative Educator Preparation Program (EPP) designed to address critical needs in underrepresented multilingual teacher candidates. This project will incorporate three key components which is to increase and retain the number of well-prepared teachers from varied backgrounds and to increase evidenced based, comprehensive clinical experiences through teacher preparation programs.

**Summary of Project Goals:**

- **Year-Long Clinical Residency:** Teacher candidates will engage in a year-long, mentored residency program embedded within a high-needs school district. Teacher candidate residents will receive intensive on-the-job training under the guidance of experienced mentor teachers, gaining valuable classroom experience and fostering a deeper understanding of underrepresented schools and student needs.
- **Professional Development Framework:** A comprehensive professional development framework will equip teacher candidates with the knowledge, skills, and dispositions necessary for success. This framework will go beyond traditional coursework, offering targeted coaching, workshops, and ongoing feedback to ensure continuous improvement.
- **Virtual Student Success Center (VSSC):** The program will establish a Virtual Student Success Center, a digital platform offering academic and social-emotional support to underrepresented and bilingual students in partner schools. Teacher candidates will gain experience in utilizing online resources and technology to personalize learning and support student success. Intensive tutoring services will be provided to multilingual teacher candidates serving an underrepresented school.

**Applicant Name:** Grambling State University

**Applicant Type:** HBCU

**Project Title:** GramPrep: The Grambling Center of Excellence for Teaching and Learning

**Amount Requested:** \$2,104,237

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** GramPREP: The Grambling Center of Excellence for Teaching and Learning (GramPREP), will recruit candidates from underrepresented populations who plan to teach in high-need local education agencies (LEAs); enhance Grambling teacher preparation programs (both the undergraduate and the Master of Arts in Teaching programs) by aligning coursework, coaching, and supports to an evidence-based instructional rubric; provide training to faculty, staff, and aspiring teacher mentors; and design supports for aspiring teachers throughout preparation and during the initial years of teaching. GramPREP will build coherence within the program that features frequent and robust clinical experiences designed in collaboration with partner LEAs. The project will enhance the diversity of the teacher workforce and address the local teacher shortage by preparing 45 aspiring teachers from diverse backgrounds and developing a sustainable pipeline that will continue to diversify the teaching workforce in partner LEAs. In addition, the program will add a new endorsement program designed to increase the number of Bilingual Specialists. GramPREP will also increase retention of novice teachers through the facilitation of Communities of Practice throughout their initial years of teaching, focused on both instructional excellence, as well as providing induction program design workshops for district leaders in districts where Grambling graduates are employed.

**Summary of Project Goals:** GramPREP will improve alignment between Grambling's teacher preparation program and LEA needs, prepare 45 effectively trained, highly supported, and diverse teachers over five years, establish high-quality communities of practice and offer induction workshops that lead to greater employment and retention of novice teachers, and enhance instructional skills and knowledge of Grambling faculty and staff and aspiring teacher mentors who will expand the impact of the program to more teachers and students long-term.

**Applicant Name:** California State University Fullerton

**Applicant Type:** HSI

**Project Title:** Project ICARO (Ideology, Clarity, and Adaptability Responsive and Onward)

**Amount Requested:** \$3,002,613

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** Project ICARO's primary purpose is to increase the number of Latiné and Asian American and Native American Pacific Islander (AANAPI) secondary school teachers prepared to support the learning of emergent plurilingual students. Within this number Project ICARO will increase the number of credential completers leaving with a Bilingual Authorization by 100%. Project ICARO will do this through: A) Redesigning teaching and learning preparation practices to create opportunities for candidates to learn, embrace, and design, and practice lessons grounded in the resources linguistically minoritized communities bring with them; B) Expanding the communities of practice that support preservice teachers' instruction of emergent plurilingual students; and C) Increasing the number of preservice teachers who will complete their whole Student Teaching experience in a bilingual education classroom (e.g., dual language). The primary population served in this project are Latiné and AANAPI undergraduate and post-baccalaureate CSUF students. Project ICARO will partner with Mentor Teachers from two partner school districts (Garden Grove Unified School District and Anaheim Union High School District), Clinical Coaches and Faculty from CSUF, and CSUF Single-Subject Credential Program graduates.

**Summary of Project Goals:** We outline four primary contributions of this project for research and practice: 1) Single-Subject teacher preparation to support emerging plurilingual students. 2) Teacher preparation that has designed curriculum, activities and strategies for supporting underrepresented populations across multiple semesters and learning contexts. 3) A collaborative and community of practice approach to research-practice partnerships focused on embracing the linguistic diversity of stakeholders in the project. 4) Response to California and local districts call for "more bilingual teachers across different named languages".

**Applicant Name:** Seattle University

**Applicant Type:** AANAPISI

**Project Title:** Project STRIDE: Sustaining Teachers through Responsiveness, Inclusion, Diversity, and Equity

**Amount Requested:** \$2,666,837

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** Project STRIDE initiatives will substantially increase the number of teachers of diverse backgrounds well-trained and comprehensively equipped to serve in high need or hard-to-staff schools in the greater Seattle area. Comprehensive financial assistance, extended internships, targeted mentorship, significant support for multilingual and bilingual teacher candidates, and information dissemination on wrap-around supports will ensure that Seattle University College of Education admits ten cohort participants from diverse backgrounds each year and facilitates their journey to completion and through the early induction phase to support professional persistence. This includes the provision of clear and supportive pathways for bilingual or multilingual participants to specialize in this pedagogical arena. Together, these programs and supports will provide teacher candidates and early career teachers from underrepresented groups the needed resources to enjoy success in teaching.

**Summary of Project Goals:** 1: Increase the number of well-prepared teachers from diverse backgrounds. Through expansive recruitment efforts and program supports that include financial assistance, Seattle University will recruit ten new Project STRIDE participants each year. 2: Increase evidence-based comprehensive preservice clinical experiences through teacher preparation programs. Through an extended internship for each teacher candidate, project participants will complete the program fully equipped to function in high need or hard to staff schools. 3: Increase the number of teachers from diverse backgrounds placed in high need or hard to staff schools. Project STRIDE will cultivate and deepen existing relationships with high need and hard to staff schools in the greater Seattle area. 4: Increase the number of bilingual and/or multilingual teachers with full certification. Through cross-silo relationships and the provision of additional support for bilingual and multilingual teacher candidates, 50% of Project STRIDE participants will work toward a certification in bilingual or multilingual education. 5: Increase persistence of teachers with diverse backgrounds in the teaching profession. Through induction supports, including professional development days with paid substitute teaching and summer retreats, graduates of Project STRIDE will receive the needed support to persist in the teaching profession.



**Applicant Name:** Iona University

**Applicant Type:** HSI

**Project Title:** Iona University LEXICON Center: Fostering Comprehensive Teacher Development

**Amount Requested:** \$3,250,000

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** Iona University, a Hispanic-Serving Institution just outside of New York City, proposes to launch “The LEXICON Center: Fostering Comprehensive Teacher Development” to catalyze evidence-based preparation of a more diverse teacher workforce to close opportunity and achievement gaps in New York’s and our nation’s underserved schools.

**Summary of Project Goals:**

- 1.1: Implement targeted recruitment strategies to attract candidates from diverse backgrounds.
- 1.2: Provide financial incentives such as tuition vouchers and stipends for childcare and living expenses.
- 1.3: Offer mentorship programs and professional development designed as a duplicating cohort model.
- 2.1: Programs will be implemented as interdisciplinary coursework that embeds evidence-based research, instructional practices, blends theory with hands-on in-practice simultaneous work to receive real-time, immediate feedback.
- 2.2: Integrate multiple, extensive clinical experiences, including the primary 6-week summer clinic.
- 2.3: Curriculum used in coursework, professional development, and clinical experiences is evidence-based.
- 2.4: Continuous engagement with ongoing evidence-based educational research post-graduation.
- 3.1: Implement mentor training program to support new teachers during their first five years of full-time teaching.
- 3.2: Provide free and/or vouchers for mental health and financial counseling services. 3
- .3: Offer career services, including resume building, interview practice, and certification exam preparation and practice tests.
- 3.4: Conduct free professional development workshops to meet certification requirements. By offering paid residencies, financial stipends, specialized training in inclusive practices, and a mentorship network, the Center will attract and empower educators to enhance diversity and excellence in the teaching workforce. LEXICON Scholars will be part of a robust network with access to mentoring and academic services from entry through certification, job search, and induction.

**Applicant Name:** East Central University

**Applicant Type:** NASNTI

**Project Title:** East Central University's Increased Diversity through Resources, Education, Allies, and Mentorship (I-DREAM) Center of Excellence in Educator Preparation

**Amount Requested:** \$3,125,000

**Competitive Preference Priorities the Project Addresses:** CPP 1: Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification and CPP 2: Applications from New Potential Grantees.

**Brief Project Description:** East Central University's Increased Diversity through Resources, Education, Allies, and Mentorship (I-DREAM) Center of Excellence in Teacher Preparation program is designed to increase the representation of First Americans/minorities in Oklahoma's teacher pipeline by encouraging persistence utilizing the Family Education Model (FEM), shown to be beneficial in evidence-based projects in tribal colleges across the country, as well financial, academic, and holistic resources, and other evidence-based high impact educational practices and experiences. The I-DREAM project will serve 30 First American/minority participants annually to address underrepresentation of minority teachers and administrators in Oklahoma's teacher pipeline.

**Summary of Project Goals:** The project will increase enrollment of minority high school students in ECU's College of Education & Psychology with the aim of fostering their pursuit of teacher certification. To cater to the distinctive needs of these student populations, the I-DREAM project will deploy tailored services and orchestrate substantial academic, financial, and supplementary resources, as well as holistic/wrap-around services. To bolster student retention, a comprehensive array of supports will be provided, spanning from family involvement and cultural enrichment to faculty training and curriculum enhancements in cultural competency, alongside financial aid measures. To enhance sustained and high-caliber pre-service clinical experiences, the initiative will facilitate connections between aspiring teachers of NA descent and seasoned mentors in rural educational settings. Connecting these pre-service teachers of First American descent to experienced teacher mentors of First American descent, as well as administrator mentors of all backgrounds working in rural schools, addresses multiple barriers for this population's professional success.