



Augustus F. Hawkins Centers of Excellence (Hawkins) Program

- Application Open -

FY2024 Grant Competition Applicant Resource



This document is a brief summary of the Hawkins program priorities and requirements. Do not rely solely on the information in this document for guidance. Please refer to the Notice Inviting Applications (NIA) published in the Federal Register for additional information, as this is the official document governing the competition.



Hawkins

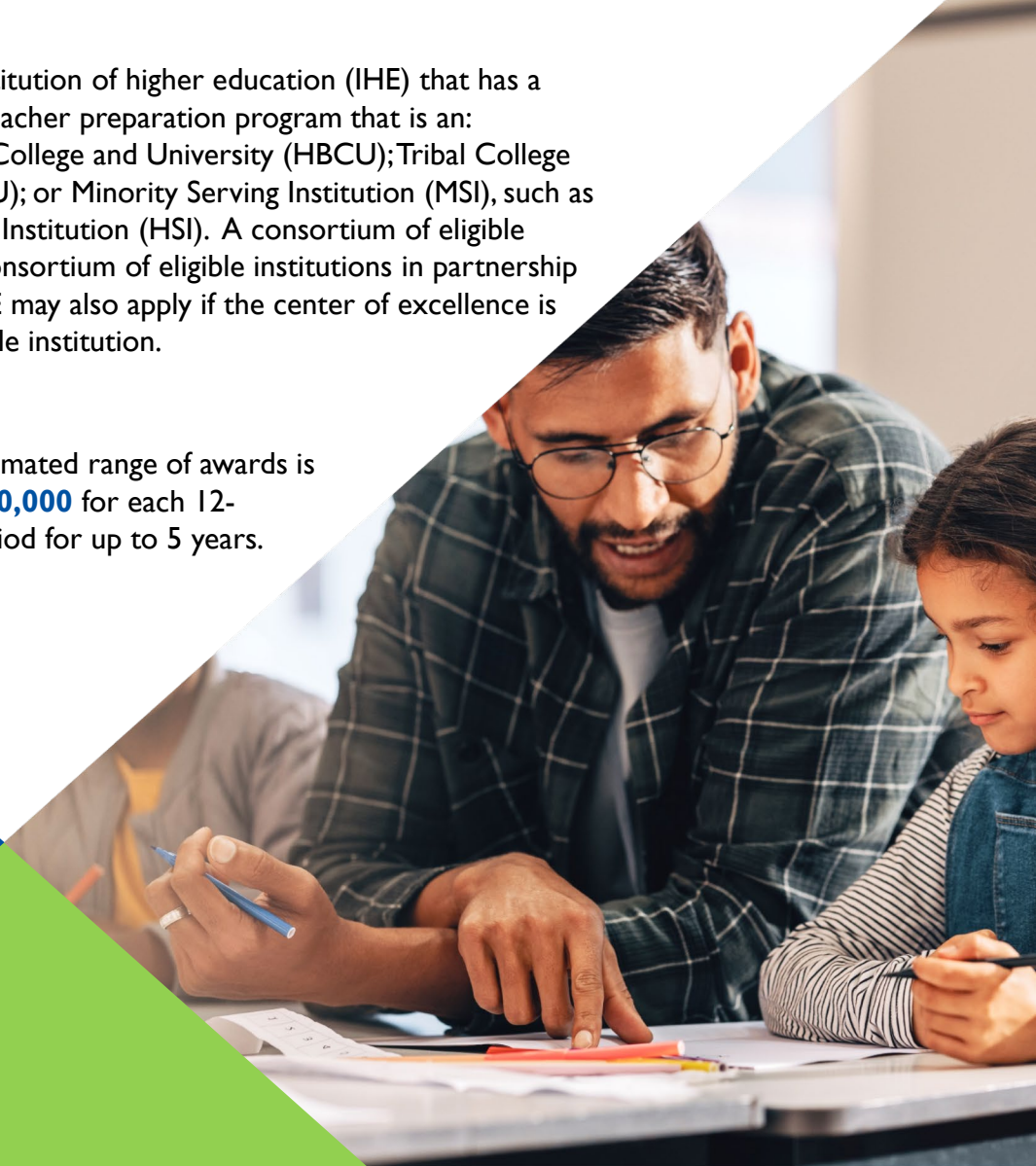
FY2024 Grant Program

The Hawkins program is designed to **help increase and retain the number of well-prepared teachers, including those from diverse backgrounds.**

Purpose: The Hawkins Program will help increase and retain well-prepared teachers, resulting in a more diverse teacher workforce prepared to teach in our Nation's most underserved elementary and secondary schools and close student opportunity and achievement gaps.

Eligibility: An institution of higher education (IHE) that has a State-accredited teacher preparation program that is an: Historically Black College and University (HBCU); Tribal College or University (TCU); or Minority Serving Institution (MSI), such as a Hispanic-Serving Institution (HSI). A consortium of eligible institutions or a consortium of eligible institutions in partnership with any other IHE may also apply if the center of excellence is located at an eligible institution.

Funding: The estimated range of awards is **\$450,000 to \$650,000** for each 12-month budget period for up to 5 years.





Absolute Priorities



The Hawkins application has **two absolute priorities**. Eligible applicants must meet both absolute priorities to be considered for funding.

01



Increase and Retain the number of Well-Prepared Teachers from Diverse Backgrounds

AND



02

Increase Evidence Based, Comprehensive Pre-Service Clinical Experiences Through Teacher Preparation Programs

An applicant must propose projects that are designed to increase the number of well-prepared teachers and the diversity of the teacher workforce with a focus on increasing and retaining a diverse teacher workforce, and improving the preparation, recruitment, retention, and placement of such teachers. Applicants must describe:



How their project will integrate multiple services or initiatives across academic and student affairs with the goal of increasing program completion and credential attainment;



Their plan for identifying and supporting teacher candidates from backgrounds that are underrepresented in the profession, including teacher candidates of color.



Their proposed initiatives to promote the retention of teachers from backgrounds that are underrepresented in the profession, including teachers of color.

Applicants with existing programs must describe their record in graduating highly skilled, well-prepared, and diverse teachers and describe how the proposed project will refine or enhance existing programs. Applicants proposing new programs must describe how their new program is evidence-based and designed to achieve the intended outcomes of the Hawkins Program. Applicants must also address how they will:

Examine the sources of inequity and inadequacy in resources and opportunity and implement pedagogical practices that are inclusive



Prepare teacher candidates to integrate rigorous academic content and instructional techniques



Prepare teacher candidates to design and deliver instruction in ways that are engaging and provide their students with opportunities to think critically



Prepare teacher candidates to build relationships with students and families to support in-home, community-based, and in-school learning



Provide sustained and high-quality pre-service clinical experiences.





Key Application Elements



The application will be assessed based on applicants responding to the absolute priorities, two *optional* competitive preference priorities, and five selection criteria, described below.



Increasing the Number of Bilingual and/or Multilingual Teachers with Full Certification

(up to 5 points)

To meet this priority, an applicant must propose projects that are designed to prepare effective and experienced bilingual and/or multilingual teachers for high-need schools by increasing the number of teachers across elementary and secondary schools who are fully certified to provide academic language instruction in a language other than English, including for English Learners (ELs). These projects must prepare teacher candidates to lead students toward linguistic fluency and academic achievement in more than one language.



Applications from New Potential Grantees

(5 points)

To meet this priority, an applicant must demonstrate that it does not, as of the deadline date for submission of applications, have an active grant, including through membership in a group application submitted

Competitive Preference Priorities

Selection Criteria



Project Design: The extent to which: (i) project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students (ii) design of the project reflects up-to-date knowledge from research and effective practice (iii) goals, objectives, and outcomes are clearly specified and measurable (iv) design of project is appropriate to, and will successfully address, the needs of the target population (v) project demonstrates a rationale (vi) design for implementing and evaluation the project will result in information to guide possible replication of project activities or strategies

50 points



Significance: The likelihood that the project will result in system change or improvement and the extent to which the results of the project are to be disseminated in ways that will enable others to use the information or strategies.

20 points



Project Services: The quality and sufficiency of strategies for ensuring equal access and treatment for eligible participants who are members of groups that have traditionally been underrepresented. In addition, the likely impact of the services on the intended recipients and the extent to which the services to be provided involve the collaboration of appropriate partners for maximizing the effectiveness.

15 points



Management Plan: The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project task.

5 points



Project Evaluation: The extent to which: (i) the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings (ii) the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intending outcomes (iii) the methods of evaluation will, if well implemented, produce promising evidence about the project's effectiveness.

10 points





FAQs & Resources



Common Questions

Is the opportunity open to a community college?

Yes! Community colleges that are “eligible institutions” with a State-accredited teacher preparation program may apply.

When will the FY2024 Hawkins awards be announced?

The FY2024 Hawkins awards will be announced by September 30, 2024.

Do I have to submit a letter of intent to apply?

No, you do not have to submit a letter of intent to apply.



Resources & Contact



[Program Website](#)



[Notice Inviting Applications \(NIA\)](#)

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