

**ATTACHMENT TO BOARD ITEM REQUESTING
AUTHORITY TO LAUNCH A REQUEST FOR APPLICATIONS (RFA) TO APPROVED
EDUCATOR PREPARATION PROVIDERS (EPPs) FROM TEXAS PUBLIC UNIVERSITIES,
COLLEGES, AND COMMUNITY COLLEGES GRANTING BACHELOR'S DEGREES TO
EXPAND HIGH-QUALITY, LOW-COST PATHWAYS INTO TEACHING**



**Houston Independent School District
Grow Your Own Program**

Request for Applications (RFA)

Houston Independent School District | May 12, 2023

Early Application Due Date: May 26, 2023

Regular Application Due Date: June 16, 2023



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General Information

Background

Nationally, according to data from the American Association of Colleges for Teacher Education (AACTE), the number of students earning an undergraduate degree in education has dropped from 200,000 annually in the early 1970s to less than 90,000 in 2018-19¹. Most recent pre-pandemic data from 2018-19 shows that this trend has been particularly pronounced in high-need specialty areas, as there has been a 4% decrease in special education degrees conferred, a 27% decrease in science and mathematics education, and a 44% decrease in foreign language education². In addition, the coronavirus pandemic has led to an overall decline in undergraduate enrollment, which has further contributed to declining participation in teacher preparation³. Furthermore, despite continued efforts, there continues to be a mismatch between the demographics of teachers and the students they serve. According to AACTE, 55% of students currently enrolled in public schools in the U.S. are non-white, compared to 29% of annual completers of teacher preparation programs at a national level who identified as non-white⁴.

Houston is not immune to these national trends. In the 2022-2023 school year, the Houston Independent School District (HISD) experienced over 550 teacher vacancies. Of these vacancies, 20% were in Special Education, 14% were in Mathematics and Science, 11% were in English/Language Arts/Reading, and 9% were in Bilingual Education. Over the last three school years, these same subject areas have persisted with high vacancy rates, reinforcing HISD's need for sustainable talent solutions – Special Education accounts for 23% of total vacancies since 2020, Mathematics and Science for 14%, English/Language Arts/Reading for 11%, and Bilingual Education for 10%. Moreover, according to data from the 2021-2022 school year, while Hispanic/Latino students comprise 62% of all HISD students, Hispanic/Latino teachers only comprised 31% of all HISD teachers. This is particularly pronounced at the high school level, where Hispanic/Latino students comprise 64% of students but only 21% of teachers.

Despite these challenges, “Grow Your Own” (GYO) strategies offer a promising solution for increasing teacher diversity, improving teacher recruitment and retention efforts, and lowering barriers to entry that may prevent passionate, talented individuals from earning their degree and entering the teaching profession. Within the last few years, a number of states, including [Tennessee](#) and [West Virginia](#), have received national attention for GYO strategies that remove financial barriers for aspiring teachers to enroll in teacher preparation programs and earn a post-secondary degree. Aspiring teachers in these programs spend a majority of their

¹ *Colleges of Education: A National Portrait Second Edition*. (n.d.). <https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf>

² Chirichella, C. (2022, March 22). AACTE's National Portrait Sounds the Alarm on Declining Interest in Education Careers. American Association of Colleges for Teacher Education (AACTE). <https://aacte.org/2022/03/aactes-national-portfolio-sounds-the-alarm-on-declining-interest-in-education-careers/>

³ *Colleges of Education: A National Portrait Second Edition*. (n.d.). <https://aacte.org/wp-content/uploads/2022/03/Colleges-of-Education-A-National-Portrait-Executive-Summary.pdf>

⁴ Chirichella, C. (2022, March 22). AACTE's National Portrait Sounds the Alarm on Declining Interest in Education Careers. American Association of Colleges for Teacher Education (AACTE). <https://aacte.org/2022/03/aactes-national-portfolio-sounds-the-alarm-on-declining-interest-in-education-careers/>



preparation time in the classroom receiving mentorship and support from expert, cooperating teachers, while being paid as full-time employees of the district.

Part of HISD's theory of action for the World-Class Talent commitment of the strategic plan is to build clear instructional pathways to increase the number of excellent, representative teachers in HISD. To achieve this, the district is developing Grow Your Own programs to provide prospective future teachers with the skills, knowledge, and certification to lead as teachers.

There is great promise for Grow Your Own Programs in HISD. Over the past five years, the district has partnered with the University of Houston (UH) to implement the Teach Forward Houston Grow Your Own (GYO) program to support current HISD high school students interested in teaching to obtain their bachelor's degree in Teaching and Learning and return to teach in their communities. Of the first graduating cohort of 27 educators, 92% were retained in HISD after 3 years. Additionally, there are hundreds of teaching assistants employed in HISD who indicated interest in becoming a teacher if presented with the right pathway. While teacher shortage and diversity mismatches are concerns across the country, GYO programs are powerful mechanisms to help HISD tap into homegrown talent that already exists within its local schools and communities, helping to ensure that every HISD student has access to the excellent teachers they deserve.

Purpose

The purpose of the HISD GYO Competitive Grant is to create multiple pathways for aspiring educators who currently hold an associate's degree (or equivalent 60 credits) to **become teachers for free and get paid to do so**. These aspiring educators may be current teaching assistants, substitute teachers, tutors, non-certified employees, parents, guardians, or other community members. As part of a HISD GYO program, participants will be able to **earn their bachelor's degree and licensure** to teach in Texas, while being **full-time employed by HISD as a teaching assistant**.

The HISD GYO Competitive Grant offers **up to 10 grants of \$100,000 each** to Education Preparation Providers (EPPs) who can offer high-quality, low-cost pathways to aspiring educators. **EPPs are allowed to (and are encouraged to) apply for multiple grant awards**. The HISD GYO Competitive Grant is heavily weighted in favor of a higher number of candidates served, while still maintaining program quality. It also gives preference to programs that equip teachers to teach high-vacancy subject areas. It is open to bachelor's degree-granting programs only.

By increasing EPP enrollment, removing financial barriers, prioritizing extended clinical internship/student teaching experience and time spent in the classroom, and recruiting directly from within our local communities, HISD believes it can strengthen existing EPP relationships and forge new partnerships that will provide a sustainable, high-quality teacher pipeline.



Eligible Applicants

This competitive solicitation is open to any Texas Education Agency approved educator preparation providers (EPP) from Texas public universities, colleges, and community colleges issuing bachelor's degrees.

Note: EPPs may submit multiple grant applications. EPPs who wish to submit more than one application should follow the same submission procedures and deadlines for all applications they submit.

Schedule

Event	Time	Date
Request for Applications Released		May 12, 2023
Early Application Deadline*	11:59 p.m.	May 26, 2023
Possible Notice of Award for Early Applicants*		May 31, 2023
Regular Application Deadline	11:59 p.m.	June 16, 2023
Notice of Award for All Applicants*		June 21, 2023
All MoUs Finalized **		June 27, 2023

*Note: HISD may choose to give awards to Early Applicants, or HISD may choose to defer final consideration of an early application until all applications are received at the Regular Application Deadline. HISD may award anywhere from \$0 to the full \$1,000,000 to early applicants, depending on the competitiveness of the proposals. Any Early Applicants who do not receive a Notice of Award will be automatically re-considered against the full applicant pool in June.

**Note: All contract/MoU signature deadlines and proposed contract/MoU start dates are tentative and subject to all final approvals once grant awards are determined.

Submission Guidelines and Logistics

There is no minimum or maximum page or word limit for individual questions or for the entire application. Applicants are encouraged to respond to each question thoroughly but concisely. Standard formatting conventions of 1-inch margins and 11–12-point font are encouraged.

EPP applicants must submit all application materials, via email, to Kaylan Connally at kaylan.connally@houstonisd.org by 11:59 p.m. CST on May 26, 2023, for the Early Application Deadline, or by 11:59 p.m. CST on June 16, 2023, for the Regular Application Deadline. Paper



copies of this application will not be accepted. Applicants should follow all instructions as outlined in the “Steps to submitting an application” section below.

Note: EPPs may submit multiple grant applications. EPPs who wish to submit more than one application should follow the same submission procedure, as outlined here, for each application they submit. For example, if an EPP is submitting five applications, HISD should receive five separate emails with five separate attachments.

Steps to submitting an application:

1. Address all application components in sequential order.
2. Clearly label each section (i.e., mandatory, technical, budget).
3. Ensure it is clear to which item each response corresponds.
4. Save application as one PDF.
4. Submit a PDF copy of the application, via email, to kaylan.connally@houstonisd.org. All application materials must be submitted by the deadlines listed above.

Scope of Work Summary

Terms for EPP Applicant

The following Scope of Work summary provides an overview of the minimum requirements that selected awardees will be expected to provide upon contract award.

1. The Awardee must provide aspiring educators (“participants”) with a tuition-free education resulting in a bachelor’s degree and certification to teach in HISD, with certification in at least one certification field. All certification fields offered as part of the proposed partnership must be mutually agreed upon by the Awardee and HISD. The Awardee must already be approved to offer the certification fields they have proposed in their application(s).
2. Grant funding must entirely cover tuition, textbooks, and fees for all selected participants. No cost for programming shall be passed on to participants.
3. The Awardee must agree to cover the cost of one issuance of each required Texas Examination of Educator Standards (TExES) certification assessment for all selected participants who complete the GYO HISD program. Unless covered by the Awardee’s approved grant budget, additional issuance of a required certification exam will be paid for by HISD or the participant.
4. The Awardee must administer their Grow Your Own program along a timeline that would allow each participant to be eligible to become a teacher-of-record within two years of their matriculation into the program.
5. The Awardee must work with HISD to place each participant in a paid teaching assistant position for the duration of their participation in the program. During this residency



component of the program, participants will serve in a minimum 1-year clinical internship experience. Each participant must be assigned to a high-quality cooperating/mentor teacher, identified by HISD.

6. The Awardee must allow for the residency experience to satisfy the clinical internship/student teaching requirements for participants. Once selected and enrolled in the Awardee's GYO program, participants will be employed by HISD as paid, full-time teaching assistants for the entire duration of the program. Participants will not serve as the teacher-of-record in a clinical practice setting during the completion of the program.
7. The Awardee must allow HISD to recommend all candidates. As long as recommended candidates meet all state and local requirements for employment as a full-time teaching assistant, and as long as they meet minimum admission requirements for the partner Awardee institution, they must be automatically admitted to the Awardee's institution.
8. The Awardee must ensure that if a participant chooses to unenroll from the Awardee's program prior to their completion of the program, the Awardee will allow HISD to select a new participant to enroll in the program at no additional cost.
9. The Awardee must agree to allow HISD, at the HISD's sole discretion, to purchase additional participant seats in the approved GYO program at the Awardee's prorated amount per participant, as outlined in the grant award and corresponding budget.
10. The Awardee must submit a proof of participant progress report, on a semesterly basis, that outlines program progress and outcomes to date. Minimum semesterly report requirements include:
 - a. Participant progress data
 - b. Participant names
 - c. GPAs
 - d. Enrollment status (enrolled vs. unenrolled)
 - e. Degree and/or certification currently held
 - f. Any other relevant information as requested by HISD.
11. The Awardee shall provide to HISD, within 90 calendar days of the conclusion of the grant term, a written final report that outlines program activities and outcomes. Minimum final report requirements include:
 - a. Comprehensive summary of program activities and outcomes, including wraparound support activity and outcomes, according to supports described in response to Technical Response #6
 - b. Participant progress data outlined in scope item #10.
 - c. Graduation status, certification assessment passage status, and employment status for each participant
 - d. Overall evaluation of program effectiveness, including participant graduation rate and certification assessment passage rates
 - e. HISD satisfaction survey regarding the effectiveness of the participants' preparation as a result of the program
 - f. Recommendations for program improvements for future participants
12. For the duration of the grant term, the Awardee must be responsive to all program evaluation requests from HISD.



13. The Awardee must provide supplementary academic, career, and certification preparation support, within grant funding, to all participants enrolled in the programs, as outlined in their grant application and proposal.
14. The Awardee shall agree to cooperate with HISD in establishing their Grow Your Own program as a Registered Apprenticeship program, if pursued by HISD.
15. The Awardee shall agree to provide any information requested from HISD to assist HISD with efforts to have participants pay back grant funds if they do not complete a 3-year teaching commitment as teacher-of-record, according to HISD discretion. The Awardee will not be asked by HISD to return any awarded funds, but instead the candidate would be asked to reimburse HISD for an amount equivalent to their allocated seat's value, according to a separate agreement between HISD and the participant. Payback shall be proportional to the percentage of time the participant spent as a teacher, and funds ultimately shall be reimbursed to HISD.
16. Unused funding from the Awardee's award may be reallocated, at the discretion of the Houston Independent School District.
17. The Awardee shall otherwise implement a Grow Your Own program as specified in their application's response to the Application Component section of this RFA, including all specifications outlined by the applicant in response to Mandatory Requirement and Technical Response items.

Application Components

Mandatory Requirements (Pass/Fail)

The applicant must address all mandatory requirement items listed below and provide, in sequence, all requested information and documentation. Applications that do not earn a passing score in all mandatory requirement items will not be considered for award. All mandatory requirements must be met and given a passing score in order for an application to receive remaining scores for the Technical Response section.

Item	Mandatory Requirements	(For HISD use only:) Assigned Score (Pass/Fail)
M1	Contact Info: Detail the name, title, email address, mailing address, and telephone number of the person the Solicitation Coordinator should contact regarding the response.	



M2	Agrees to Scope of Services: Provide a statement confirming that, if awarded a contract, the applicant will accept and agree to all terms and conditions outlined in the section “Terms for EPP Applicant” of this RFP.	
M3	Approved to Certify and Will Offer a Bachelor’s Degree: Provide a statement confirming that the applicant is already approved to offer recommendation for certification in all of the applicable certification fields, prior to the submission of their application. Provide a statement that the program will lead to a bachelor’s degree.	
M4	No Cost to Participants: Provide a statement confirming that, if the grant is awarded, participants will not bear any costs from tuition, textbooks, or fees.	
M5	Registered Apprenticeship: Provide a statement indicating that, upon successful program implementation, applicant and LEA partners are willing to participate in registration of the GYO program as an official Registered Apprenticeship, with HISD serving as sponsor.	
M6	Residency Period: Applicants must attest that program participants will have at least one year of full-time residency experience.	
M7	Offers Certification Area Aligned to HISD Educator Workforce Needs and Priorities: The Applicant’s proposed program must offer certification in at least one of the following fields: <ul style="list-style-type: none"> • EC-12 SPED with Core Subjects • EC-6 Core Subjects with SPED Supplemental • EC-6 Bilingual • 4-8 English Language Arts and Reading, with ESL or SPED Supplemental • 7-12 English Language Arts and Reading • 4-8 Mathematics; 7-12 Mathematics • 4-8 Science; 7-12 Science 	
M8	Program Timeline: Provide a statement affirming that the Applicant’s proposed Grow Your Own program is along a timeline that would allow each participant to be eligible to become a teacher-of-record by the School Year 2025-2026.	

Technical Response (100 Points)

The applicant must address all technical response items and provide, in sequence, the information requested. The evaluation team members will evaluate the responses and assign a score to each item using the rubric below. See **Appendix B: Technical Response Rubric** for a detailed breakdown of how each Technical Response Item will be scored.



#	Technical Response Item	Max Points	Assigned Points (For HISD use only)
T1	Participant Seats: Provide a count of the number of participant seats that will be offered to HISD for the proposed GYO program.	40	
T2	<p>Budget and Budget Narrative: Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. No budget match is required, but if the applicant will supplement total program costs with other funding sources, this must be indicated in the budget. Additionally, submit a reimbursement schedule, aligned to the applicant's budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone.</p> <p><i>Note: Individual application budgets received must not exceed \$100,000.00. EPPs may submit multiple grant applications and be awarded multiple grants.</i></p>	5	
T3	Type of Certification: In what content area(s) does the applicant propose to offer certification? Note that additional points are given to applications that offer Special Education certification (see the rubric in Appendix B for more details).	10	
T4	<p>Program Details: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:</p> <ol style="list-style-type: none"> 1) Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.) 2) Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree 	8	
T5	<p>Description of Residency Model: Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <ol style="list-style-type: none"> 1) How will high-quality site coordinators/field supervisor be incorporated into the program? 2) How will participants gradually take on more instructional responsibility over the course of the grant? 3) What evaluation process will be established to provide feedback to participants throughout the program? 	9	
T6	Wraparound Supports: Describe in detail the academic, career, and	10	



	certification preparation support plan that the EPP will offer to participants to ensure success during their completion of the program and successful passage of any certification exam(s). Please provide the certification exam pass rates of participants from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those participants and how supports for this GYO program would compare.		
T7	Science of Reading and High-Quality Instructional Material: Outline how your program would promote understanding and application of the Science of Reading and High-Quality Instructional Material within all participants.	9	
T8	Training in Multi-Tiered Systems of Support and Inclusive Practices: Outline how your program would promote understanding and application of Multi-Tiered Systems of Support and Inclusive Practices.	9	
	<i>Score Awarded (Maximum Possible= 100)</i>		



Appendix A: Budget Template

Grant Budget			
Budget Period (Fiscal Year 20____)			
Expense Category	Grant Award (proposed)	Grantee Contribution (proposed)	Total Project (proposed)
Salaries & Benefits	\$0.00	\$0.00	\$0.00
Supplies	\$0.00	\$0.00	\$0.00
Programmatic costs	\$0.00	\$0.00	\$0.00
TOTAL	\$0.00	\$0.00	\$0.00

You do not need to list specific names, but in subexpense lines, please indicate job titles associated with the program. In the budget narrative, elaborate on how the roles support program outcomes.

This should include expenses for textbooks and any other program materials.

Please ensure that the budget costs are annualized. You may (1) complete a separate budget table for each year of the program, then include a summary table of total program costs per roll-up expense category, or (2) complete a single budget table for all years of the program, clearly indicating to which year of the program each expense line (or subexpense line) applies.

For any start-up expenses that may only be borne in year 1 of the program, please include these expenses in year 1 only (you do not need to calculate an average annual rate of such expenses).

Indicate any matching funds or third-party contributions that would support the operation of this grant program (not required).

This should include subexpense lines for tuition, the costs of licensure assessments, and any other fees. This should be given at a rate per participant, then multiplied out by number of participants.



Appendix B: Technical Response Rubric

Question	Points Earned			
<p>T1: Participant Seats: Please provide the following:</p> <p>A count of the number of participant seats that will be offered to HISD for the proposed GYO program.</p>	<p>Maximum Points: 40 points</p> <p>Score = (Number of total participants applicant can support / maximum number of total participants supported across all applications received) * 40</p>			
<p>T2: Budget and Budget Narrative: Submit a proposed budget (using the attached Appendix A: Budget Template), and an accompanying budget narrative. The budget must be annualized for each year of the program and must categorize all proposed costs for the program. No budget match is required, but if the applicant will supplement total program costs with other funding sources, this must be indicated in the budget. Additionally, submit a reimbursement schedule, aligned to the applicant's budget and budget narrative, detailing when invoices will be sent and, generally, what will be charged at each program milestone.</p>	<p>0 points The item is not addressed.</p>	<p>1 point EPP provides both a budget and budget narrative for the program, but items are poorly detailed, contain several errors, and/or do not clearly align to stated program goals.</p>	<p>3 points EPP provides both a budget and budget narrative for the program, but items are somewhat lacking in detail, contain errors, and/or only somewhat align to stated program goals.</p> <p>The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly.</p>	<p>5 points EPP provides both a budget and budget narrative for the program, and items are well detailed, contain no errors, and are clearly aligned to stated program goals.</p> <p>The reimbursement schedule is detailed and aligned to the budget and budget narrative, and it reflects charges that will be processed no less frequently than semesterly.</p>
<p>T3: Type of Certification: In what content area(s) does the applicant propose to offer certification? Note that additional points are given to applications that offer Special Education certification.</p>	<p>3 points Applicant offers certification in at least one of the following:</p> <ul style="list-style-type: none"> • EC-6 Bilingual • 4-8 English Language Arts and Reading, with ESL Supplemental • 7-12 English Language Arts and Reading • 4-8 Mathematics • 7-12 Mathematics • 4-8 Science • 7-12 Science <p>10 points Applicant offers certification in at least one of the following:</p> <ul style="list-style-type: none"> • EC-12 SPED with Core Subjects • EC-6 Core Subjects with SPED Supplemental • 4-8 English Language Arts and Reading, with SPED Supplemental 			
<p>T4: Program Details: Provide a timeline of program activity and intended course schedule. This response should include, at a minimum:</p>	<p>0 points The item is not addressed.</p>	<p>2 points Timeline and course schedule are unclear or incomplete, or two of the required components are missing or lacking in sufficient detail.</p>	<p>5 points Timeline and course schedule are complete, but one of the required components is missing or lacking in sufficient detail.</p>	<p>8 points Timeline and course schedule are complete, and all of the required components are provided in sufficient detail. Program is clearly designed to accommodate the full-time work schedule of</p>



<p>Descriptions of how courses will be delivered (online, in-person, hybrid), and an outline of where courses will be offered (e.g. on-campus, online learning management system, etc.)</p> <p>Course descriptions and full course schedule for the proposed GYO program, including number of credit hours for the degree.</p>				<p>participants, while maintaining rigorous content requirements.</p>
<p>T5: Description of Residency Model: Provide a description of the residency and 1-year minimum clinical internship model to be employed during the program. At a minimum, this response must outline the following:</p> <ol style="list-style-type: none"> 1) How will high-quality site coordinators/field supervisors be incorporated into the program? 2) How will participants gradually take on more instructional responsibility over the course of the grant? 3) What evaluation process will be established to provide feedback to participants throughout the program? 	<p>0 points The item is not addressed.</p>	<p>2 points Response does not contain a clear description of the residency model to be employed during the program, and/or two or more of the required components are missing or lacking in sufficient detail.</p>	<p>5 points Response contains a clear description of the residency model to be employed during the program, but one of the required components is missing or lacking in sufficient detail.</p>	<p>9 points Response contains a clear description of the residency model to be employed during the program, and all required components are addressed in sufficient detail.</p> <p>Mentor teachers, site coordinators, and field supervisors are meaningfully incorporated into the program, and the gradual release model provides significant length of time in which the participant engages in full-time teacher responsibilities (without serving as teacher-of-record), with the support of a mentor teacher.</p> <p>Participants receive systematic feedback throughout the program to ensure their continuous development and growth.</p>
<p>T6: Wraparound Supports: Describe in detail the academic, career, and certification preparation support plan that the EPP will offer to participants to ensure success during their completion of the program and successful passage of any certification exam(s). Please provide the certification exam pass rates of participants from similar programs your institution has administered in the past. Outline what wraparound supports you provided to those participants and how supports for this GYO program would compare.</p>	<p>0 points The item is not addressed.</p>	<p>3 points Narrative provides a poor level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants, or it does not clearly outline supports offered to participants in similar past programs, or its pass rate history on certification exams is in the lower 25th percentile of all applicants.</p>	<p>6 points Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants, and it clearly outlines supports offered to participants in similar past programs, but its pass rate history on certification exams is in the lower 50th percentile of all applicants.</p>	<p>10 points Narrative provides a high level of detail around the academic, career, and certification preparation support plan that the applicant will offer to participants to ensure success both during and after their completion of the program. Narrative clearly outlines high-quality supports offered to participants in similar past programs, and its pass rate history on certification exams is in the upper 50th percentile of all applicants.</p>
<p>T7: Science of Reading and HQIM: Outline how your program would promote understanding and application of the</p>	<p>0 points The item is not addressed.</p>	<p>1 point Applicant provides a poorly detailed description of how coursework offered as</p>	<p>4 points Applicant provides a moderately detailed description of how</p>	<p>9 points Applicant provides a highly detailed description of how coursework offered as part of the proposed</p>



Science of Reading and High-Quality Instructional Material within all participants.		part of the proposed GYO program will provide participants with adequate training in the "Science of Reading" or High-Quality Instructional Material.	coursework offered as part of the proposed GYO program will provide participants with adequate training in the "Science of Reading" and/or High-Quality Instructional Material. Description lacks specificity around how the "Science of Reading" and/or High-Quality Instructional Material will be embedded.	GYO program will provide participants with adequate training in the "Science of Reading" and/or High-Quality Instructional Material. Description includes a high level of specificity around how the "Science of Reading" and/or High-Quality Instructional Material will be embedded within coursework for all participants.
T8: Training in Multi-Tiered Systems of Support and Inclusive Practices: Outline how your program would promote understanding and application of Multi-Tiered Systems of Support and Inclusive Practices.	0 points The item is not addressed.	1 point Applicant provides a poorly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in Multi-Tiered Systems of Support and Inclusive Practices.	4 points Applicant provides a moderately detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in Multi-Tiered Systems of Support and Inclusive Practices. Description lacks specificity around how the Multi-Tiered Systems of Support and Inclusive Practices will be embedded.	9 points Applicant provides a highly detailed description of how coursework offered as part of the proposed GYO program will provide participants with adequate training in Multi-Tiered Systems of Support and Inclusive Practices. Description includes a high level of specificity around how the Multi-Tiered Systems of Support and Inclusive Practices. will be embedded within coursework for all participants.