

Voorhees College

IHE / HBCU

applicant and fiscal agent

proposes:

V-NET – Voorhees Network for Enhanced Teaching!

Project Narrative

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ABSOLUTE PRIORITY: Partnership Grants for Effective Teaching Residency Programs.

Voorhees College (VC – applicant and fiscal agent) and its Center for Innovation for Alternative Teacher Certification, in partnership with the University of South Carolina, The Institute for Organizational Coherence, and a consortium of rural and urban public schools located in S.C. qualified, Federal Opportunity Zones, proposes *V-NET: Voorhees Network for Enhanced Teaching!*, a Teacher Quality Partnership (TQP) grant to improve educator effectiveness and raise student achievement in some of the highest-need schools in South Carolina. Founded in 1897 by Elizabeth Evelyn Wright-Menafee, who, at age 23, was barely older than some of today's students, Voorhees was the first college in the United States to be established by an African American woman (with Mary McLeod Bethune following in 1904). Voorhees College was also the first HBCU in South Carolina accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. To continue the incredible legacy started by its Founder and to meet the current academic needs of the students and teachers of South Carolina, Voorhees College requests an investment of TQP resources to increase the number of STEM and Computer Science teachers in the state of South Carolina by attracting STEM, Computer Science and other mid-career professionals to the teaching profession through a non-traditional alternative certification / licensure pathway. TQP resources will provide training for up to 100 teachers over the course of the 5-year grant. Voorhees College, one of the oldest, most respected and highly-rated *Historically Black Colleges and Universities* (HBCUs) in South Carolina, is committed to advancing the field of teacher education and improving the preparation of educators serving high-needs students. Recognizing a critical need to improve the process through which novice teachers are prepared, particularly non-traditional candidates, Voorhees College partnered with the University of South Carolina to retool a Master of Arts in Teaching degree in an effort to better meet the learning needs of pre-service, aspiring educators and align teacher education programs with evolving K–12 teaching and learning priorities, in the midst of vast S.C. teacher shortages. Voorhees College and its Center for Innovation for Alternative Teacher Certification together with the University of South Carolina, proposes *V-NET* as a competency and evidence-based teacher education program that prepares new educators to utilize an equity lens and improvement science in facilitating continuous improvement as follows: (1) Using

improvement science to take an inquiry-stance which identifies clear outcomes and indicators, along with, short iterative cycles of improvement; (2) Improving student outcomes that are predictive of high school graduation and postsecondary success; (3) Using evidence-based methods to identify, test and refine solutions that target problems of practice; (4) Executing root cause analyses and engaging high-leverage data to inform their practice and embed cycles of continuous improvement in the existing work and culture of their practice; (5) Identifying and accessing the data, research and measurements – while honing the analytical skills of educators – to drive significant improvements and accelerations in student learning; and (6) Using data-informed reflection practices to achieve the designation of becoming an “accomplished” educator who is results-oriented, as well as, “equity-driven, data-centered and student focused” in their pedagogy. V-NET will create, implement and expand an alternative, non-traditional preparation and teacher certification residency program rooted in the tenets of Equity and Improvement Science to attract mid-career professionals from diverse backgrounds to serve as “change agents” who will enter the profession equipped to use their career skills (STEM, Computer Science, Special Education, Literacy) and their newly-honed education skills as tools to raise student achievement, eradicate persistent achievement gaps, advance equity, accelerate learning and ensure that students leave South Carolina secondary schools, college and career ready. V-NET meets the Absolute Priority of the *Teacher Quality Partnership* grant by (1) Creating a teacher residency program that links academic study with experiential learning through teacher apprenticeships in partner high-needs public school districts; (2) Launching a graduate program in Teaching that enables non-traditional candidates to attain a Master’s Degree in 18 months; and (3) Supporting pre-service, novice teachers enrolled in advanced study with a living stipend as a strong incentive to dedicate themselves to advanced degree attainment and superior pre-service teaching preparation. V-NET is a multi-layered project – validated by research that meets *What Works Clearinghouse* Strong Evidence of Effectiveness standards – that empowers pre-service educators to align their graduate study to demonstrate the future instructional competencies needed to improve student outcomes that are predictive of high school graduation and post-secondary success. An enhanced virtual platform and micro-credentialing model will promote the mastery of critical 21st Century teaching and learning skills leading to the attainment of a Master of Arts in Teaching degree

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and alternative certification as a K–12 teacher in the state of South Carolina (see *Project Design* for programming details). The following chart outlines the framework designed for *V-NET* success:

<i>V-NET</i> FRAMEWORK			
<u>Component 1: <i>V-NET</i> Procedures</u>	<u>Component 2: Foundational Coursework & Micro-Credential</u>	<u>Component 3: Teacher Residency</u>	<u>Component 4: Replication Strategies</u>
Candidate Selection	Foundational Coursework	Info Science Intensive	Networked Educator Excellence Platform
Enrollment Agreement		Instructional Rounds	
Fellow Stipend	STEM / Computer Science Micro-Credential	Virtual Coaching	
Master of Arts in Teaching		Credential Colloquia	Instructional Excellence Clearinghouse
		Fellow Assessment / Teaching Credentials	

Competitive Preference Priority 1— Spurring Investment in Qualified Opportunity Zones.

V-NET will provide services in Qualified Opportunity Zones (QOZ), as designated by the Secretary of the Treasury under section 1400Z–1 of the Internal Revenue Code (IRC). Voorhees College is located in the southwest quadrant of South Carolina, in the city of Denmark, which is in Bamberg County. Bamberg is part of a 6-county region within South Carolina’s ‘Low-Country’ that is among the most underserved, economically-distressed regions in the U.S. Allendale, Bamberg, Barnwell, Colleton, Hampton and Jasper counties are home to eight Opportunity Zones. *V-NET* will serve schools and districts in these six counties. South Carolina is proud that our own Senator Tim Scott co-sponsored the bi-partisan legislation that created Federal Opportunity Zones.

(a) Provide census tract number of QOZ(s) in which it proposes to provide services. *V-NET* educators will be eligible to be placed and serve in any of our county school districts, with first priority given to “F” and “D” schools in a Federal Opportunity Zone. The tract numbers in our immediate 6-county Priority Region correlate Opportunity Zones with School Districts and give a snapshot of the need:

County	QOZ Tract Number	<i>V-NET</i> School District
Allendale	45005970200	Allendale County School District
Bamberg	45009960100	Bamberg School District 2
Barnwell	45011970500	Barnwell School District 45
Colleton	45029970401;t25029970402	Colleton County School District
Hampton	45049920300	Hampton District One Schools
Jasper	45053950300	Jasper County School District

School District	Poverty%	Minority%	ELA Proficient	Math	Science
Allendale 1	94%	93%	15.4%	18.3%	13.4%
Bamberg 2	93%	96%	24.5%	14.3%	15.9%
Barnwell 19	92%	79%	26.9%	30.7%	29.2%
Colleton 1	83%	46%	24.5%	21.5%	29.9%
Hampton One	78%	54%	36.2%	39.2%	37.3%
Jasper 1	89%	54%	23.7%	20.9%	21.6%

As you can see, the school districts located in the eight Opportunity Zones within the proximity of Voorhees College have an average poverty rate of 89% and average proficiency rates of 25.2% in ELA, 24.2% in Math and 24.6% in Science. Imagine what we could do to improve student achievement in South Carolina with an infusion of TQP funding, cohorts of educators trained in Improvement Science, real-time classroom instructional rounds under the apprenticeship of outstanding teachers and an online platform that brings educators together as communities of learners to solve common problems of practice / deliver working solutions that improve student achievement.

(b) Describe how the applicant will provide services in the QOZ(s). *V-NET* will give priority placement to those who choose to teach in schools located in South Carolina Qualified Opportunity Zones in our six participating counties. *V-NET* will increase equity in K–12 learning and expand student access to high quality educators and programs by implementing the following strategies:

<i>V-NET</i> Strategies to Promote Improvement in FQOZs
Strategy 1: Coursework/ Residency for Non-Traditional Teaching Fellows
Foundational Coursework Built Upon Equity in Education and Information Science; STEM / Computer Science Micro-Credential; 12-Month Teacher Residency with Mentor Teacher; 10-Month Colloquia; NBCT Virtual Coaching; Fellow Assessment; Digital Portfolio; White Papers
Strategy 2: Virtual Improvement Supports
NBCT Virtual Coaching / Real Time Classroom Course Correction; Colloquia; Digital Portfolios
Strategy 3: Disseminating, Sustaining, Replicating and Scaling What Works
Networked Educator Excellence Platform; Instructional Excellence Clearinghouse

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By improving and diversifying education programs in FQOZs, Voorhees College, through implementation of *V-NET*, will catalyze positive change in underserved, economically-depressed communities - see map in *Appendix* for schools and zones; *Project Design* for programming.

Competitive Preference Priority 2 — Applications from New Potential Grantees.

Voorhees College has never received a Teacher Quality Partnership grant, including through membership in a group application submitted in accordance with 34 CFR 75.127–75.129. Because Voorhees College is a novice applicant, the HBCU qualifies for the three additional points.

A. QUALITY OF PROJECT DESIGN

(i) Project demonstrates a rationale. *V-NET* will build a network of support for educators to improve their practice and increase student achievement in high-need schools in South Carolina Federal Opportunity Zones. Our Planning Team of Voorhees College and public school educators and leaders in the field of improving educator practice, (1) conducted a thorough Needs Assessment; (2) completed an extensive review of teacher quality research and assessed the impact of evidence-based practices to inform how we will implement the *V-NET* initiative while maintaining a strong foundation which shows Evidence of Effectiveness that meets the rigorous standards of the *What Works Clearinghouse*; and (3) prepared a Logic Model that grounds *V-NET* in strong theory (rationale) aligned to evidence of effectiveness.

(1) Needs Assessment: Implementation of *V-NET* will empower Voorhees College and partners to launch, refine, improve and sustain a project designed to meet the needs of schools, educators, students and families impacted by significant challenges impeding success. *V-NET* will produce up to 100 new Teachers, supported by 100 top Mentor Teachers, impacting nearly 12,500 high-need students per year (students enrolled in ESSA Comprehensive Support or Targeted Support Schools or students enrolled in schools with Poverty Rates exceeding 50% - see *Appendix* for Evidence).

Student Needs - Partner school district demographics and achievement data, summarized below, demonstrate significant socioeconomic [free / reduced lunch rates average 88%] and academic [barely 1 in 4 students is proficient in ELA, Math or Science] need (all data from South Carolina Department of Education School Report Cards, 2019; and U.S. Census Small Area Income/Poverty Estimates—see *Appendix* for poverty data: Ages 5-7; Under 18; and All Ages). The U.S. poverty rate, for under age 18, is 18%; 22.1% for South Carolina and 38% for *V-NET* districts.

School District	Student Enrollment	% Minority	% Free/R Lunch	Grad Rate	ELA Proficient	Math Proficient	Science Proficient
Allendale	1,092	93%	94%	76.5%	15.4%	18.3%	13.4%
Bamberg 2	649	96%	93%	74.6%	24.5%	14.3%	15.9%
Barnwell 19	596	79%	92%	89.4%	26.9%	30.7%	29.2%
Colleton	5,346	46%	83%	78.4%	24.5%	21.5%	29.9%
Hampton 1	2,111	54%	78%	87.1%	36.2%	39.2%	37.3%
Jasper	2,697	54%	89%	81.6%	23.7%	20.9%	21.6%
Totalst/ Averages	12,491	70.3%	88.2%	81.3%	25.2%	24.2%	24.6%

Educator Needs - In addition to addressing significant student achievement challenges, *V-NET* reflects a shared need across partner public school districts for increased equity and educator capacity as documented by comprehensive needs assessments (see *Appendix* for Supply / Demand Report). Like many places throughout the country, South Carolina K-12 education is greatly impacted by teacher shortages. This past school year (2019-2020), 6,650 full-time South Carolina teachers did not return to their positions. District surveys from the past two school years show that 25% of the first-year teachers hired for 2017–2018 are no longer teaching in any South Carolina public school. In this past school year alone, South Carolina districts reported 621 vacant teaching positions—this is a 16% increase compared to vacancies reported at the beginning of the 2017–18 school year.

<i>V-NET</i> School	# of Teachers	% Black Teachers	% Black Students	2018-19 Turnover	2018-19 Ave Pay
Allendale 1	82	65%	93%	19.7%	\$50,177
Bamberg 2	54	65%	96%	20.4%	\$45,193
Barnwell 19	32	47%	79%	34.9%	\$47,783
Colleton 1	345	21%	46%	19.6%	\$45,722
Hampton 1	146	24%	54%	16.5%	\$48,991
Jasper 1	175	53%	54%	17.8%	\$51,990
Totals/ Averages	834	45.8%	70.3%	21.5%	\$48,309

Teacher turnover rates in *V-NET* participating schools are as high as 34.9% at Barnwell 19, with an average turnover of 21.5%. With an average salary of \$50,182 for 2017–18, South Carolina ranks 40

out of 50 among all U.S. states in terms of average salary earned, according to the National Education Association’s annual report. The average salary in our six districts is \$48,309. Salary and working conditions are decisive reasons for teachers leaving, or potential teachers not entering the profession. Rural districts, in particular, struggle to attract teachers from outside, as they have few resources and isolation issues that offer little attraction. *Equity*: There is a 24.5 point gap in our proposed *V-NET* schools between the percentage of black students and the percentage of teachers who look like them. The number of South Carolina students who completed a teacher education program has declined by 32% since 2012–13, significantly reducing the state’s pipeline of new teachers. Nearly 400 new teachers came to South Carolina schools from abroad in the 2018–19 school year, a rate that has quadrupled in the last five years, but after three years, those educators must return to their home countries, leaving vacancies once again. Hiring out-of-state and international teachers is a “Band-Aid approach” that fills a gap but does not solve the problem. Compounding the shortage of teachers is the critical subject areas that are being unfilled. Approximately 20% of all vacant teaching positions reported at the beginning of the 2019-20 school year were in special education. STEM subjects counted for 19% of the vacancies (11% math and 8% science). As a result of this growing disparity between the rate at which teachers are entering the profession and the rate at which they are leaving it, combined with equity gaps and critical needs in STEM And Special Education subjects, districts are compelled to explore creative proposals featuring alternative solutions like *V-NET*. The *V-NET* approach demonstrates the alignment of needs, gaps and weaknesses identified by the Planning Team:

<i>V-NET</i> Needs	<i>V-NET</i> Strategies
<p>Need 1: Schools lack pipeline of well-trained, minority educators prepared to teach and lead.</p>	<ul style="list-style-type: none"> • Voorhees College will offer strategies for improvement anchored in science and equity - designed to increase new and existing educator effectiveness in isolated, partner districts located in Federal Opportunity Zones throughout six counties in South Carolina. • Voorhees College is uniquely positioned to expand the pool of highly effective educators from under-represented groups to increase equity in learning in partner schools/districts.

<p>Need 2: Educators need expertise in critical 21st Century teaching skills.</p>	<ul style="list-style-type: none"> • <i>V-NET</i> will provide educators with rigorous, innovative and relevant Coursework, Teaching Certification/Licensure and a STEM/Computer Science Micro-Credential – to develop vital skills that increase alignment of K–12 education to the 21st Century career and post-secondary skills students must master to succeed, both in school and in life.
<p>Need 3: Educators lack access to real-time professional learning designed to elevate efficacy and success.</p>	<ul style="list-style-type: none"> • Voorhees College will launch, refine, improve, sustain and scale innovative Virtual Supports that provide educators – central administrators, school leaders, teachers – with an on-demand improvement platform that connects educators in high-demand content strands with a network of aligned educators forming a virtual, education science lab convened to elevate professional practice.
<p>Need 4: Partners lack platform to expand use of evidence-based, effective teaching and learning strategies.</p>	<ul style="list-style-type: none"> • Voorhees College and partner districts will create a Replication Support Team to identify effective strategies that elevate educator effectiveness and raise student achievement. • The <i>V-NET</i> Networked Educator Excellence Platform and Instructional Excellence Clearinghouse will provide open access to white papers, research, evaluation results, implementation plans and best practices to support replication of the effort.

Tiers of Priority: Based on the terms of the *V-NET* Teaching Residency, newly-certified teachers will complete a minimum three-year tenure as an educator in a high-need public elementary, middle or high school (partner districts will provide Induction support upon placement through existing new teacher support strategies). Newly-certified teachers will be placed in high-need Opportunity Zone schools based on availability of teaching positions. Placement will follow a Priority approach to ensure highly-trained educators are equipped with skills to adopt an inquiry-stance to teaching and learning, implementing continuous improvement strategies that improve student achievement and graduation rates:

- **Priority 1: “F” Schools in Opportunity Zones:** *V-NET* teachers will be placed in state-designated “F” schools located in federal Qualified Opportunity Zones, to the maximum extent possible, based on availability of positions.
- **Priority 2: “D” Schools in Opportunity Zones:** *V-NET* teachers not placed in Priority 1

schools will be assigned to state-designated “D” schools located in Qualified Opportunity Zones, to maximum extent possible, based on availability of positions.

- **Priority 3: “C” Schools in Danger of Slipping:** If the number of annual *V-NET* teachers exceeds the availability of positions in Priority 1 and 2 schools, teachers will be placed in “C” schools that failed to meet academic growth targets and are at risk of slipping to “D” or “F.”

(2) Evidence of Effectiveness: The following chart identifies evidence of effectiveness that confirms practices are based on Strong Evidence of Support per *What Works Clearinghouse* standards:

Evidence of Support Study# 1: Professional Development and Coaching	
Citation	Parkinson, J., Salinger, T., Meakin, J., & Smith, D. (2015). Results from a three-year i3 impact evaluation of the Children’s Literacy Initiative (CLI): Implementation and impact findings of an intensive professional development and coaching program. Washington, DC: American Institutes for Research.
WWC Rating	<ul style="list-style-type: none"> • Meets <i>What Works Clearinghouse</i> Standards Without Reservations • At Least One Statistically Significant Positive Finding
Process	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.1
Evidence	Strong Evidence of Support.
Citation Outcomes	<ul style="list-style-type: none"> • Results of randomized control trial demonstrates evidence that providing teachers with coaching and professional development focused on pedagogical content knowledge can lead to positive changes in teachers’ practice and students’ achievement.
Relevance to Project	<ul style="list-style-type: none"> • <i>V-NET</i> proposes extensive professional development and an Instructional Coaching Model / Inquiry-Based Real-Time and Virtual Coaching Supports that utilize Improvement Science and content-specific STEM / Computer Science Micro-Credential for educators to improve competency and instructional practice that positively impact student achievement.
Evidence of Support Study# 2: Professional Learning	
Citation	Heller, J., Daehler, K., Wong, N., Shinohara, M., & Miratrix, L. (2011). Differential Effects of Three Professional Learning Models on Teacher Knowledge and Student Achievement in

	Elementary Science. <i>Journal of Research in Science Teaching</i> 49(3) 333- 362.
WWC Rating	Meets <i>What Works Clearinghouse</i> design standards Without Reservations .
ESSA Rating	Tier 1 – At Least One Finding Shows Strong Evidence of Effectiveness
Process	Single study review protocol.
Evidence	Strong Evidence of Support.
Citation Outcomes	<ul style="list-style-type: none"> Results of randomized control trial demonstrate that investments in professional learning improve educator/student achievement on content knowledge assessments.
Relevance to Project	<ul style="list-style-type: none"> <i>V-NET</i> brings extensive professional learning designed to improve educator instructional practice and increase student academic achievement on content knowledge assessments.

(3) Strong Theory / Rationale: The Planning Team collaborated to create a Logic Model that grounds *V-NET* in strong theory aligned to evidence of effectiveness. The *V-NET* Planning Team adopted a validated Logic Model framework – initially developed by the Regional Educational Laboratory (REL) Northeast & Islands, in collaboration with WestEd – that reflects the proposed FORECAST evaluation strategy (see *Evaluation*) to outline the project. The **Logic Model** will guide process and outcome evaluation (see *Evaluation* section) that focuses on relationships between services and the goal, objectives and outcomes of *V-NET*.

V-NET LOGIC MODEL						
GOAL: To raise the academic achievement of high-need students by improving educator effectiveness.						
OBJECTIVES	INPUTS	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MID-TERM OUTCOMES	LONG-TERM OUTCOMES
<p>Objective 1 Improve academic achievement in high needs schools.</p> <p>Objective 2 Equip educators with the skills to promote 21st Century Learning.</p> <p>Objective 3 Increase number of</p>	<p>Knowledge of Evidence-Based Strategies</p> <p>TQP Grant Funding</p> <p>Voorhees College, University of South Carolina, Institute for Organizational Coherence, Expertise /</p>	<p>TQP Framework</p> <p>Strategy 1: Coursework / Residency for Non-Traditional Teaching Fellows</p> <ul style="list-style-type: none"> Cohort Model Foundational Coursework STEM / Computer Science Micro Credential 	<p><u>One exportable S.C. Teaching Alternative Certification</u></p> <p><u>One exportable Micro-Credential</u></p> <ul style="list-style-type: none"> STEM / Computer Science <p><u>Virtual Improvement Supports</u></p> <ul style="list-style-type: none"> Stakeholder Support Teams Virtual Coaching by <i>Accomplished</i> Teachers 	<p>Enroll 100 non-traditional teaching Fellows in <i>V-NET</i></p> <p>Provide <i>V-NET</i> educator training and supports, including skills assessment, competency-based credentials</p> <p>Select schools based on Priority selection procedure</p>	<p><i>V-NET</i> Educators will lead turnaround efforts in SC high-need schools</p> <p><i>V-NET</i> will reduce the number of schools designated as “F” and “D”</p> <p>Students will meet or exceed statewide ELA, Math and</p>	<p>Voorhees will adapt micro-credentials to serve as stand-alone PD</p> <p>Voorhees will expand the number of credential options / themes aligned to teaching endorsements</p> <p>Two scalable strategies will prepare</p>

<p>educators who attain advanced credentials.</p> <p>Objective 4 Increase the impact of <i>V-NET</i> through effective replication and scaled impact strategies.</p>	<p>Resources</p> <p>Expertise / Resources from Partnerships with South Carolina Public School Districts</p> <p>Expertise in Research, Methods, Evaluation by Evaluation Team</p>	<p>Strategy 2: Virtual Improvement Supports</p> <ul style="list-style-type: none"> Virtual Teams SIBME / SWIVL Technology Coaching <p>Strategy 3: Replication (Scaled Impact) Strategies</p> <ul style="list-style-type: none"> Networked Educator Platform Instructional Excellence Clearinghouse 	<p><u>Two scalable strategies</u> to grow 21st Century educators:</p> <ul style="list-style-type: none"> Networked Educator Excellence Platform Instructional Excellence Clearinghouse <p><u>Pipeline of highly-trained teachers</u> to partner urban and rural school district high-needs schools in Federal Opportunity Zones</p>	<p><i>V-NET</i> Educators will attain top <i>Exemplary</i> performance standards, utilizing SC Effectiveness Rubric</p> <p><i>V-NET</i> Framework will offer high-quality services and supports that meet educator needs</p>	<p>Science proficiency standards</p> <p>Increase student proficiency in 21st Century / STEM / Computer Science learning skills</p> <p>Implement a scalable / sustainable educator development program to prepare educators to address problems of practice</p>	<p>educators to serve as 21st Century instructional leaders in high-need classrooms and schools around the country</p> <p>Partner districts will adopt strategies to diversify educator preparation initiatives.</p> <p>Disseminate effective practices to expand significance.</p>
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(ii) Goals, objectives, outcomes clearly specified and measurable. *V-NET* is grounded in evidence-based, peer-reviewed research designed to meet/exceed the following goal, objectives and outcomes:

<i>V-NET</i>: Measurable Goal, Objectives and Outcomes		
GOAL	To raise the academic achievement of high-need students by improving educator effectiveness.	
Objective 1	Improve academic achievement in high-need schools.	Measures / Data Source
Outcome 1.1	Increase ELA, Math, Science proficiency of students of <i>V-NET</i> teachers.	SC Assessment Scores
Outcome 1.2	Increase the high school graduation rates of students of <i>V-NET</i> teachers.	HS Graduation Rates
Outcome 1.3	Increase postsecondary enrollment rates of students of <i>V-NET</i> teachers.	PS Enrollment Rates
Objective 2	Equip educators with skills to promote 21st Century Learning.	
Outcome 2.1	Increase effectiveness rating of participating educators.	SC Rubric Rating
Outcome 2.2	Expand# educators completing STEM/Computer Science Credential	Completer Rates
Objective 3	Increase number of educators who attain advanced certification.	
Outcome 3.4	Launch and sustain Non-Traditional Certification Pathway that results in Master of Arts Teaching degree/certification to teach in K-12 schools	Completer Rates

Outcome 3.2	Increase number of educators from traditionally-underrepresented groups who attain Master’s Degrees and licensure / certifications.	Completer Rates
Objective 4	Increase the impact of <i>V-NET</i> through effective replication and scaled impact strategies.	Measures / Data Source
Outcome 4.1	Launch and sustain a web-based Networked Educator Excellence Platform to disseminate <i>V-NET</i> tools.	Platform Operational Dates
Outcome 4.2	Launch and sustain web-based Instructional Excellence Clearinghouse to disseminate <i>V-NET</i> best practices.	White Paper Publication

(iii) **Exceptional approach for meeting statutory purposes and requirements.** Offering non-traditional, alternative, graduate-level certifications resulting in South Carolina teaching credentials to candidates with demonstrated expertise in STEM, computer science and other majors in critical shortage areas – represents an exceptional approach to the priorities and intent of the *TQP* grant. The multi-layered *V-NET* is guided by: (1) Improvement Science; (2) Engaging Traditionally-Underrepresented Groups; (3) Advancing Equity in Education; and (4) The Residency Model.

- **Improvement Science:** Voorhees College strongly believes, as numerous research studies validate, that **highly effective teaching is the single most important in-school factor for improving student learning and closing the achievement gap.** Academic research, coupled with the evaluations of high-achieving high-need schools repeatedly validate this belief, with analyses determining that as much as one-third of a school’s total impact on student achievement stems directly from classroom teaching (Gordon et al. (2006); Hanushek et al. (2004); Wright et al. (1997); Sanders & Horn (1994). Knowing that seminal research studies like Sanders & Horn (1994) validate the fact that access to a highly effective teacher has a long-lasting impact on student learning and achievement motivates Voorhees to propose an innovative approach to ensuring that students in underserved communities will have access to highly effective teachers: *V-NET* will create, implement and expand a non-traditional preparation and teacher certification program for new teachers, anchored in the tenets of *improvement science*. The pandemic has highlighted technology gaps throughout the field of education. Today’s teachers must have

access to multiple learning strategies to effectively use technology as a tool to engage learners, differentiate instruction, foster inquiry and create multiple learning pathways for students. The *Computer Science, Pedagogy, Innovation and Intervention* micro-credential will empower educators to use technology as a tool to both differentiate instruction and close the achievement gap. Voorhees College, in partnership with the Commission on Higher Education and the South Carolina Department of Education, proposes robust teacher certification and licensure rooted in the tenets of *improvement science* and based on numerous academic studies including scholarship emerging from the Carnegie Institute for the Advancement of Teaching (Bryk et al. (2010); Duke (2004); Leithwood (2004); and Berends et al. (2001). Why *improvement science*? Not only is there a teacher shortage in South Carolina – which is also evident nationwide in all 50 states and the District of Columbia – it is important to note that the shortage of certified teachers is exacerbated when you factor in attracting certified teachers to regions where there is high poverty and/or attracting teachers to those communities located in isolated, rural areas. The majority of Opportunity Zone schools that *V-NET* will serve are both high poverty and rural. Given that reality, not only are certified teachers needed, what is needed even more, are certified teachers who are equipped with not just an understanding of “*The History and Philosophy of Education*”; instead, people entering the teaching profession in the 21st century must understand what Bryk et al (2010) identifies as *improvement science*. “Improvement science” does not just teach aspiring teachers *about* teaching; instead, it shows aspiring teachers *how to teach* by identifying problems of practice, using data to conduct root cause analysis; examining results; executing a plan of action; course-correcting to maximize impact; and solving problems of practice in collaboration with other educators. In essence, we do not just need more certified teachers to fill the more than 600 vacancies which remain unfilled each year in South Carolina; our most urgent need instead, is to attract, retain and grow the competence of new teachers who enter the profession, especially in underserved areas where we have a moral imperative to educate all children to high levels. Our charge in *V-NET* is to train educators who then come equipped with the skills to facilitate continuous improvement in their classrooms and know how to effectively use high-yield strategies to close achievement gaps and raise achievement for all students.

- **Engaging Traditionally-Underrepresented Groups:** Voorhees College, as an *HBCU*, is uniquely positioned to engage traditionally-underrepresented groups in teaching and learning by targeting the preparation of minority group educators, particularly black men, to fill instructional roles in high-needs schools and in high-priority academic content areas, including STEM / Computer Science, Special Education and Literacy. The overwhelming majority of Voorhees graduates are students of color (94% Black / 99% non-white enrollment). By providing advanced credentialing and teaching certification and licensure, *V-NET* will help expand the pool of outstanding minority educators, prepared to become highly effective classroom teachers. Furthermore, STEM / Computer Science credentials will improve the quality of STEM and Computer Science education in high-need South Carolina Opportunity Zone schools and catalyze increased minority student interest and academic performance in STEM and Computer Science courses of study, promoting their future college and career-readiness in the field.
- **Advancing Equity in Education:** *V-NET* Teacher Certification and Licensure with advanced Microcredentials will include an intensive exploration of barriers impeding equal access to education across K–12 student demographic subgroups and an inquiry-based analysis of strategies that deconstruct equity barriers in elementary and secondary education. With an emphasis on improving equity in education for traditionally-underrepresented student subgroups, particularly students of color and students impacted by poverty, *V-NET* will empower novice and experienced teachers to enter classrooms as equity leaders, at all levels of education, prepared to break down barriers that create equity gaps and achievement gaps in teaching and learning. Participating educators will develop the insight and skill to differentiate instruction, not just as a strategy for best practice, but as a tool to ensure that every student is equipped with the support they need to achieve and grow, socially and academically.
- **The Residency Model:** Most exemplary training programs utilize a residency or apprenticeship model. One of the most effective ways to foster competency and effectiveness is by “doing” – and “*doing*” in this case includes learning how to teach under the guidance of an outstanding teacher. For a full school year, *V-NET* Fellows will learn how to effectively lead instruction alongside a K-12 accomplished teacher, while also receiving feedback and

ongoing support from a National Board Certified virtual coach. As a cohort, *V-NET* Fellows will learn how to integrate the tenets of improvement science as they combine coursework with a teaching residency. Every month, the cohort will come together to: 1) receive support for online certification classes; 2) meet with their virtual coach; 3) debrief and collaborate on problems of practice; 4) learn how to conduct root-cause analysis using mock student data; 5) learn how to effectively course-correct using differentiated instruction; and 6) develop strategies to close persistent achievement gaps. This 3+1 model (three weeks in the classroom every month for an entire school year and one week each month dissecting and attempting to solve problems of practice) empowers aspirants to not only learn pedagogy from accomplished teachers, but students also learn to problem solve and apply new learning from their online courses to their practice. What ultimately and uniquely sets this model apart from other models, is that a time for reflection is built into their residency (one week each month), when all students reconvene on campus to engage, using the improvement science framework protocols, coupled with data from their classroom teaching, to help them learn how to conduct root cause analysis and solve shared problems of practice through collaboration. Ultimately, as aspiring teachers, they enter the profession with the critical lens to be diagnostic in their approach to teaching as they differentiate instruction and apply those high yield strategies, which have proven successful in accelerating learning, to their practice.

(iv) Comprehensive improvement in teaching / learning, rigorous student academic standards.

V-NET is designed to provide an annual cohort of up to 20 non-traditional candidates from STEM fields and other needed competencies (literacy, special education) with an accelerated pathway to becoming a classroom educator in a high-need South Carolina school. Three strategies will increase equity in K–12 learning and expand student access to high quality educators and programs:

<i>V-NET</i> Strategies to Increase Equity and Expand Access
Strategy 1: Coursework / Residency for Non-Traditional Teaching Fellows
Foundational Coursework; STEM / Computer Science Credential Induction; Instructional Rounds; Virtual Coaching; Fellow Assessment; Digital Portfolio; White Papers

Strategy 2: Virtual Improvement Supports
Completion of Coursework; Coaching; Real Time Classroom Course Correction; Digital Portfolios
Strategy 3: Disseminating, Sustaining, Replicating and Scaling What Works
Networked Educator Excellence Platform; Instructional Excellence Clearinghouse

Strategy 1: Coursework and Residency for Non-Traditional Teaching Fellows. Voorhees College academic professors and researchers from Education and Arts and Sciences in partnership with the University of South Carolina College of Education and Arts and Sciences propose an 18-month Master of Arts in Teaching program that links academic study with a teacher residency in a high-need South Carolina school. *V-NET* Fellows – non-traditional, STEM-career candidates who apply for and are admitted into the Master’s Degree program – will complete foundational coursework and a Micro-Credential in STEMt/ Computer Science. Combined, the Coursework and STEM Micro-credential will provide an opportunity for a fully-immersive, in-depth, experiential learning residency embedded in highly-effective teacher practice and focused on equity and acquiring the efficacy needed to significantly differentiate and improve learning for all students.

COURSEWORK: *V-NET* Coursework is the foundation of our non-traditional educator preparation model. All *V-NET* Fellows will successfully complete foundational coursework as a requirement of the Master’s Degree. Coursework is comprised of classes that teach aspiring educators critical skills and build the content knowledge of aspiring educators prior to engaging in the STEM / Computer Science micro-credential and teacher residency apprenticeships. Coursework follows a specially-designed set of modules that have been aligned with the InTASC (Interstate new Teachers Assessment and Support Consortium) professional standards of teaching. These modules are completed in conjunction with a Teacher Residency and monthly colloquia designed to tackle and solve problems of practice, using the Improvement Science conceptual framework.

Education Course Sequence	
Module 1: Learning Theory and Behavior (Summer)	
EDU 600	Reading and Literacy Foundations (3)
EDU 701	Culturally Sustaining Pedagogy (3)

EDU 705	Human Growth, Development and Motivation for Learning (3)
Module 2: Instructional Planning and Assessment (Fall)	
EDU 715	Principles for Instruction, Assessment and Learning (3)
EDU 720	Designing Curriculum and Instruction (3)
EDU 725	Instruction and Assessment for Exceptional Learners (3)
Module 3: Instructional Methods and Literacy (Spring)	
EDU 733	High Yield Strategies to Close the Achievement Gap (3)
EDU 745	Reading Across the Content Areas (3)
EDU 750	High Yield Strategies to Accelerate Learning (3)
Module 4: Diversity, Inclusion, Equity and Efficacy (Full-Year)	
EDU 730	Improvement Science Colloquia (On-going Full-Year Course) (3)
EDU 790	Teacher Residency/Student Teaching (Full Year 10-Month Placement)

MICRO-CREDENTIAL IN STEM / Computer Science: The *V-NET* STEM / Computer Science Credential will prepare educators to invigorate classroom and school programs with STEM content and study in Computer Science to enrich core curriculum with advanced learning tools that nurture the growth of vital STEM and Computer Science competencies in students. Because our Fellows are non-traditional, the majority coming from a STEM or STEM-related field, they will bring rich, background knowledge and hands-on experiences to the classroom. The Credential includes:

STEM & Computer Science Credential Components	
Curriculum Development	<ul style="list-style-type: none"> • Designs and integrates STEM and Computer Science Curricula • Integrates STEM/Computer Science learning tools across curricula/enrichment programs • Creates STEM/Computer Science differentiated learning pathways/ project-based learning • Develops multi-disciplinary proficiency in the use of technology to master standards in core subjects (English/Language Arts, Math, Science and Social Studies)
Effective Teaching	<ul style="list-style-type: none"> • Promotes effective teaching in STEM/Computer Science across grade levels and subjects • Enhances technology-based teaching and learning

Practices	<ul style="list-style-type: none"> • Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning and teacher outcomes • Implements and executes school / classroom-based interventions for targeted learning
Equity in STEM Learning	<ul style="list-style-type: none"> • Engages traditionally-underrepresented students – minority students and girls – in STEM and Computer Science programs of study • Reduces achievement gaps among subgroups in STEM / Computer Science
Assessment of Teaching and Learning	<ul style="list-style-type: none"> • Creates innovative approaches to assessing effectiveness of STEM / Computer Science programs and measuring student performance • Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain 21st C learning skills using blended learning and computer technology

V-NET Coursework paired with the STEM / Computer Science Micro-Credential will provide Fellows with opportunities to engage in focused academic learning that prepares them to enter into classrooms with advanced knowledge of 21st Century educational priorities.

RESIDENCY for Non-Traditional Teaching Fellows: The full school year *V-NET* Residency will provide aspiring teachers with a competency-based learning laboratory during which they can improve their practice and refine their inquiry-stance approach to teaching and learning with guidance from highly effective Mentor Teachers and extensive face-to-face and virtual coaching support. The *V-NET* Teacher Residency will include:

- ***V-NET* Candidate Selection:** *V-NET* will provide graduate study for up to 100 Fellows during the five-year grant period – a total of 20 aspiring educators per year. *V-NET* grant managers will market the program and recruit non-traditional candidates from careers in STEM, Special Education and Literacy, into classrooms. Aspiring educators motivated to improve their instructional competencies and earn a Master of Arts in Teaching degree will apply for admission into the program. A review team of Voorhees Department of Science, Technology, Health and Human Services and Department of Humanities, Education and Social Sciences professors will evaluate the credentials of each applicant– with special emphasis placed on a demonstrated commitment to K – 12 education through community service, volunteering and / or service learning in public schools. The Instructional Team (see *Management Plan*) will review applications and offer enrollment to candidates who meet the

highest standards of excellence in academic record, community service, essay response and in-person interview. Applicants who express a sincere interest in filling an instructional role in a high-demand education content area – STEM / Computer Science, Special Education, Literacy – will be awarded priority access to the program. Applicants will be admitted into the V-NET program without regard to race, ethnicity, gender, age, disability, religion, sexual orientation, gender identity, socio-economic status or other protected class status.

- **Enrollment Agreement:** Each V-NET Fellow admitted into the program will be required to fulfill the conditions of an enrollment agreement. Fellows will receive, upon written application, a living wage stipend (see below) during the final 12 months of each cohort experience. Voorhees College and the University of South Carolina will provide participants who successfully complete the project, and all applicable State testing, certification and licensure requirements, with a Master of Arts in Teaching degree. The incentives for participation are substantial, which should lead to a competitive selection process that allows V-NET to serve the best and brightest non-traditional candidates aspiring to launch a career in K–12 education. Given the value of the program for participants, each Fellow will be required to complete a minimum of three full school years of instruction in a **High-Need School:** school in which a minimum of 50% of enrolled students are eligible for free or reduced lunch or are designated as economically disadvantaged per state standards. V-NET Fellows who complete the Master’s Degree program but fail to complete the minimum three-year service agreement in a high-need school will be subject to repayment of the degree program costs (tuition, books, fees) and the living wage stipend, with interest. The V-NET partnership must use any repayment to carry out activities consistent with the purposes of TQP.
- **Fellow Stipend:** In accordance with *Teacher Quality Partnership* grant requirements, Voorhees College will provide each V-NET Fellow with a living wage stipend during the final 12 months of the 18-month Master of Arts in Teaching degree. Each V-NET Fellow will receive a monthly stipend of \$1,700 (total of \$20,400 stipend for 12-month period, see *Budget*) to offset the costs of leaving employment to attain a higher education degree. Fellow stipend subject to repayment terms outlined above, as well as annual verification of service by participating LEA (see Enrollment Agreement).
- **Improvement Science Induction:** Each V-NET teacher residency will commence in July with a

week-long intensive boot camp on the Voorhees College campus – prior to the beginning of the school year at partner school districts – that prepares Fellows to identify problems of practice that impact student achievement, conduct root-cause analysis of identified problems of practice to promote professional improvement and increase equity in learning for all students regardless of race, gender, socio-economic status, religion, sexual orientation, gender identity, age, achievement level, disability or other factor. The weeklong boot camp will target the individualized professional growth needs of each *V-NET* Fellow as identified during the problem of practice assessment process.

- Instructional Competency Rounds / Mentoring:** Fellows will receive instructional support from highly effective Mentor Teachers as they complete Instructional Competency Rounds. Fellows will rotate through four instructional competency rounds during the residency (beginning through ending with a classroom placement). Mentor Teachers will support Fellows through coaching, team teaching, observation of performance, completion of lesson plans and feedback to promote growth of instructional competencies (Mentor Teachers will provide induction support upon classroom placement of Fellows per existing district strategies). Rotations reflect critical learning needs at each level of K–12 education and include:

<i>V-NET</i> Instructional Competency Rounds			
Aspiring Elementary School Teachers			
Rotation 1: Elementary classroom rotation focused on data-driven instruction, classroom management, equity in learning.	Rotation 2: Literacy rotation with district Literacy Specialists to ensure new teachers can effectively promote student proficiency in critical literacy skills.	Rotation 3: Math rotation with district Math Specialists to ensure new teachers can effectively promote student proficiency in critical math skills.	Rotation 4: Elementary classroom rotation focused on data-driven instruction, classroom management, equity in learning – second classroom rotation emphasizes integration of specialized literacy and math teaching and learning skills.
Aspiring Middle/ High School Teachers			
Rotation 1: Core Content classroom rotation focused on	Rotation 2: Literacy rotation with district Literacy Specialists to	Rotation 3: Technology rotation with district Technology	Rotation 4: Core Content classroom rotation focused on data-driven instruction, classroom

data-driven instruction, classroom management, equity in learning in future core content subject.	ensure new teachers can effectively promote student proficiency in critical literacy skills aligned to core subjects.	Specialists to ensure new teachers can effectively promote integration of STEM and Computer Science into core academic learning.	management, equity in learning – second classroom rotation emphasizes integration of specialized literacy and STEM/ Computer Science teaching and learning skills.
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- Credential Colloquia:** During the 12-month teacher residency – as participants continue academic study in their Coursework and STEM/Computer Science Micro-Credential – Fellows will complete a series of ten, multi-day seminars (Friday evening and full-day Saturday workshops) taught by professors and adjunct professors from Voorhees College, the University of South Carolina College of Education and The Institute for Organizational Coherence. Each multi-day seminar will focus on specific content areas that will be informed by instructional science and equity strategies. Professional learning during the school year will facilitate integration of new concepts, content and pedagogy strategies into immediate practice thereby promoting improvement and providing opportunity for reflection, self-analysis, refinement of skills and further discussion of newly-acquired expertise with professors, mentor teachers and a Network for Improvement (*V-NET* Fellows).
- Fellow Assessment:** *V-NET* Fellows will be subjected to rigorous assessment of skills, knowledge and effectiveness. Professors will utilize state-adopted educator evaluation tools to assess each Fellow. Fellows will be assessed across the same performance domains used to measure the effectiveness of all educators per South Carolina protocols. Professors will conduct independent assessments of Fellows using validated tools to reduce evaluator bias and increase diversity of feedback provided to Fellows. Use of the rubrics will align progress in the micro-credential course of study to the effectiveness standards Fellows must attain to meet professional performance expectations. *V-NET* professionals will supplement state rubric assessments with a proprietary teacher leadership assessment developed by Voorhees College and The Institute for Organizational Coherence to evaluate Fellow competency across core education domains, micro-credential content and 21st Century Learning aims. Assessment will facilitate objective progress monitoring to inform Fellows of progress in earning a Master of Arts in Teaching degree.

- **Fellow Portfolio:** Fellows will create individual portfolios during the teacher residency to aggregate products, lesson plans, observation results and assessment results. Portfolios will include materials that reflect content of each micro-credential so that Fellows may disseminate information to future colleagues in placement schools (upon graduation from the program and employment in a high-needs school) to promote development of Networks of Improvement (see Strategy 3 below) that catalyze student growth and achievement. Portfolios will serve as a critical component of review during the culminating weeklong Degree Finale. Professors will review each portfolio and provide feedback that reflects professional growth outcomes and individual growth toward overcoming challenges related to problems of practice.
- **Instructional Excellence White Papers:** Each *V-NET* Fellow will co-author an Instructional Excellence White Paper with oversight / guidance / research support from one or more members of the *V-NET* Instructional Team (see *Management Plan*). White Papers will empower Fellows to contribute to the body of knowledge in the field, reflect on identified problems of practice, conduct root-cause analysis of problems of practice and share effective strategies learned during residency / academic study that promote continuous improvement. White Papers, reviewed and vetted by the *V-NET* Instructional Team, will be published via the Instructional Excellence Clearinghouse (see Strategy 3) to expand impact of programming through dissemination of best practices. Members of the *V-NET* Instructional Team will be encouraged to research, author and publish, peer-reviewed, scholarly papers related to implementation and outcomes of *V-NET*.
- **Degree Finale/Network for School Improvement Intensive:** *V-NET* will culminate in a weeklong intensive that includes: (1) Building Networks for School Improvement and (2) Fellow Defense.
 - **Building Networks for School Improvement** – The final instructional component of *V-NET*, delivered during the weeklong Degree Finale, will empower Fellows to create and sustain Networks for School Improvement in placement schools as they begin their professional careers as teachers and work towards fulfillment of their three-year service agreement. Informed by the work of The Carnegie Foundation for the Advancement of Teaching and its *Six Core Principles of Improvement* (Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P., 2015), *V-NET* Networks will embrace a process of disciplined inquiry combined with the use of networks to

identify, adapt, and successfully scale up promising interventions in education. Led by *V-NET* Fellows who have completed the Master of Arts in Teaching degree program, Networks for School Improvement will promote continuous improvement and accelerate learning in key areas of education. *V-NET* Networks – launched by Fellows in their placement schools – will expand the impact of *V-NET* beyond individual educator growth to catalyze systems change yielding lasting and positive outcomes.

- **Fellow Defense** – Each Fellow will meet with their advising professor to review their portfolio, discuss progress / strengths / ongoing challenges and provide an oral defense of their final STEM / Computer Science Micro-Credential project. Fellow Defense will complete the Master of Arts in Teaching course of study and lead to attainment of both a Master’s Degree (USC partnership) and a micro-credential accredited by Voorhees College.

Strategy 2: Virtual Improvement Supports. Supplementing partner school district Mentor Teacher support during the teacher residency, *V-NET* will provide aspiring teachers with virtual observation, coaching and assessment (using SIBME / SWYVL technology) completed by a team of **National Board Certified Educators** with a proven track record of raising student achievement in high-needs schools. *V-NET* Fellows, during the course of their teacher residency, will teach multiple lessons that are digitally recorded and / or live streamed to virtual coaches. Coaches will evaluate Fellow competency, offer suggestions for improvement (written and verbal) and collaborate with Fellows to identify both strengths and opportunities for improvement that will promote accelerated mastery of critical teaching and learning competencies. Virtual coaching will include:

- **Baseline Observation of Practice:** Upon completion of the introductory equity intensive and prior to monthly Credential Colloquia, virtual coaches will complete baseline observations of Fellows. Observations will assess initial instructional mastery and provide data needed to monitor progress and evaluate competency growth and acquisition of specialized micro-credential knowledge and skills during the yearlong teacher residency experience.
- **Mid-Term Observational Feedback / Coaching:** Virtual coaches will utilize a customized observation rubric that reflects state-approved educator evaluation protocols to assess problems of practice and strengths during the mid-point of the yearlong residency. Feedback will be

provided to Fellows during debrief sessions and through observation reports embedded in each Fellow’s *V-NET* portfolio. Mid-Term Observations will allow for course correction to ensure Fellows meet elevated competency and content knowledge standards upon completion of the Master of Arts in Teaching program.

- **Final Observation of Practice/Feedback:** During the final month of school, prior to the completion of the 18-month degree program, practitioners will conduct a final observation of Fellows to assess growth aligned to identified problems of practice and evaluate progress compared to Baseline and Mid-Term Observations.

Strategy 3: Disseminating, Sustaining, Replicating and Scaling What Works. Voorhees College and collaborating district partners will form a Replication Support Team (RST) to expand the reach of *V-NET*, maximize the impact of federal funding and sustain efforts beyond the grant period. The Replication Support Team will promote scalability and replication in diverse settings:

<i>V-NET</i> Fellowship Framework	
Strategy 3: Disseminating, Sustaining, Replication, Scaling	<ul style="list-style-type: none"> • Networked Educator Excellence Platform • Instructional Excellence Clearinghouse

- **Networked Educator Excellence Platform:** The Replication Support Team, in collaboration with web developers from VC, will launch and sustain an Educator Excellence Platform (web-based portal) accessible to *V-NET* participants, networked LEAs and the broader regional / national education community. The Platform will serve as a searchable database promoting dissemination of *V-NET* products, evaluation reports, implementation guides, case studies and Instructional Excellence Clearinghouse White Papers to facilitate replication of strategies, lessons learned and best practices leading to scalable impact through a strong commitment to the creation and support of Networks for School Improvement.
- **Instructional Excellence Clearinghouse:** *V-NET* will launch and sustain an online Instructional Excellence Clearinghouse of White Papers that promotes dissemination of best practices and supports the growth of an expanded Network for School Improvement in partner LEA schools and beyond as resources impact educators across rural, suburban and urban schools around the country. The Clearinghouse will serve as a searchable online library of White Papers, co-authored by *V-NET*

Fellows with oversight / guidance / research support from the Instructional Team, that reflect upon problems of practice, root-cause analysis of problems, use of data to inform instruction and the improvement of practice resulting from strategies learned during the teacher residency and academic study. Each participating *V-NET* Fellow will co-author a White Paper as a mandatory component of the program to grow the diversity and increase the relevance of the Instructional Excellence Clearinghouse collection.

B. QUALITY OF PROJECT EVALUATION

(i) Evaluation will provide valid and reliable performance data on relevant outcomes. Voorhees College (IHE / HBCU applicant and fiscal agent) will contract with EduShift, Inc. (ESI), a 20-year-old research and evaluation organization, to conduct process and outcome evaluation that links all partners through collaborative data collection, data analysis, reporting and feedback, promoting continuous quality improvement throughout the duration of *V-NET*. Project Leader and Senior Analyst, Carol Guse, is a seasoned project administrator and evaluator. She has served as principal investigator in over 250 federal / state government grants since 1990 and has substantial experience administering complex federal, state, corporate and foundation grants. Guse has served as an evaluator for the U.S. Department of Education, Michigan and Indiana Departments of Education, as well as dozens of school LEAs throughout the country. With a strong background in education, grants administration, accounting, auditing, research, implementation and evaluation, Guse, and her team of professionals offer tremendous experience and expertise to *V-NET*. External evaluation will generate the data and feedback needed to facilitate continuous improvement and sustainability of effective programming components. Evaluation methods will include: (1) Evaluation Oversight; (2) Evaluation Methodology; (3) Design Meets *WWC* Standards; and (4) Objective, Measurable Performance Indicators:

- **Evaluation Oversight:** The *V-NET* Principal Investigator (see *Management Plan* and *Appendix* for resume) will provide evaluation oversight to ensure methods and processes facilitate objective evaluation of *V-NET* that meets the rigorous *WWC* standards and allows for the completion of scholarly research supported by scientifically valid data. The Principal Investigator will review annual evaluation plans, annual FORECAST Action Models, data collection tools, data collection

Voorhees College, IHE/HBCU applicant and fiscal agent

procedures and data analysis strategies to elevate the rigor of evaluation to *WWC* standards and promote the publication of scholarly, peer-reviewed articles. The Principal Investigator possesses extensive education research and programming expertise and is a internationally-recognized and respected leader in the field of education leadership and continuous school improvement.

- **Evaluation Methodology:** Evaluators will utilize the research-based *FORECAST* Model (*FORmative Evaluation, Consultation, and System Techniques*) as an objective evaluation structure (Goodman 1994; Goodman 1998; Goodman 2006; Katz, Wandersman, Goodman, et al., 2013). Four tiers of evaluation provide a validated framework:

MODEL – Action Model of Project	Evaluators will construct an action model for each year of the project that includes all events, linking the implementation timeline and logic model with evaluation activities to ensure all facets of the evaluation process are aligned.
MARKER– Indicators of Progress	Evaluators will collect baseline data and identify annual benchmarks based on performance measures (including annual growth targets) to determine if progress is sufficient to attain goals and determine the magnitude of results.
MEASURE– Tools to Assess Achievement	Evaluators, project personnel and partners will implement assessment tools (observations, effectiveness rubrics, state content exams, surveys) aligned to <i>V-NET</i> strategies to collect data. Analysis will link statistical relationships to outcomes.
MEANING– Assess Outcomes, Verify Impact	Data analysis will equip evaluators with indicators needed to draw conclusions / assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions about strategy effectiveness.

Use of the *FORECAST* model will provide Evaluators, the Principal Investigator, the Project Director and Advisory Board with feedback regarding the unique effects of specific program elements. Evaluation of *V-NET*, guided by the *FORECAST* Model, will help evaluators and grant personnel answer the following **RESEARCH QUESTION** (see below for Treatment / Control group definitions):

<i>V-NET</i> Research Question
Do students of <i>V-NET</i> graduates academically outperform the students of traditionally-trained novice teachers?

- **Design Meets *What Works Clearinghouse* Standards:** Evaluation will include randomized control assessment of outcomes through comparison of Treatment and Control Group educators. Matching - In the impact evaluation, EduShift will use a propensity-score matching (PSM) approach designed to meet WWC standards with reservations. The evaluation will examine outcomes for *V-NET* Fellows and their students upon placement of Fellows in partner school district classrooms (Years 3, 4 and 5 of the project). *V-NET* is estimated to reach 20 aspiring educators annually who will be placed in high-needs classrooms across six counties and seven partner school districts upon successful completion of the 18-month Master of Arts in Teaching degree. ESI will use administrative records from these districts to create a matched sample of comparison classrooms taught by novice teachers (new educators entering their first year of teaching the same year as *V-NET* Fellows) who did not participate in *V-NET* but are otherwise similar on key characteristics. To the extent possible, matching will occur at grade level across Tiers of Priority schools and within the same district, and if possible, within the same school. Other factors to be considered will include: school size, pre-intervention student achievement in ELA, math and science, and the proportion of economically disadvantaged students, students of color, and English learners. ESI will evaluate the quality of the matching by examining whether the matched treatment and control group means for each measure included in the matching process are within 0.25 standard deviation of each other (the baseline equivalence threshold to meet WWC standards with reservations). If the differences are greater than 0.25 standard deviation, ESI will refine the matching approach to achieve a baseline equivalence acceptable to meet WWC standards with reservations. Once comparison schools are matched to treatment schools, evaluators will use ANOVA (analysis of variance) to analyze results. Since ANOVA only measures if a difference exists between control and treatment groups and whether it is significant, evaluators hope to demonstrate, due to the matching process, that the program was the cause of the variation in measured objectives. Statistical Adjustment - In accordance with *What Works Clearinghouse QED, with reservations*, evaluators will also perform ANCOVA (analysis of covariance) on control and treatment groups to assure there are no nuisance / confounding factors (or control them if they exist, between control and treatment groups). Effect Size - Effect size will be calculated by taking the difference in means between two groups and dividing that number by

combined (pooled) standard deviation. Effect size tells evaluators how many standard deviations of difference exist between the means of the intervention (treatment) and comparison conditions (an effect size of 0.25 indicates treatment group outperformed comparison group by 25% of one standard deviation). For *V-NET*, evaluators will use an effect size of 0.25 as the threshold to meet “Practice with Rigorous Scientific Evidence” standard. Evaluators selected a 0.25 effect size because it represents a conservative estimate of effects and because it meets USDOE *WWC* “substantively important” threshold. Cross-Contamination: Evaluation will assess cross-contamination of control and treatment groups and remediate contamination if necessary. Evaluators will complete statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions and results and correlation of variables.

- **Objective, Measurable Performance Indicators:** Implementation of the FORECAST Model, which includes Process Evaluation, Outcome Evaluation, Data Collection, Evaluation Tools Aligned to Objectives, Data Analysis and Reporting, will provide a structured evaluation methodology promoting objective analysis of *V-NET* throughout the grant. The FORECAST Action Model will outline an evaluation process and Timeline for completing key evaluation tasks to ensure data is collected consistently across participating Fellows and the schools / districts in which they are placed. Consistent, replicable evaluation protocols will protect the integrity of data collected each year of the grant – with oversight from the Principal Investigator (see *Management Plan*) – to ensure viable comparison of results between Treatment / Control groups and across years of implementation in compliance with *What Works Clearinghouse*. The Goal, Objectives, Outcomes and Performance Indicators chart and the *V-NET* Logic Model (see *Appendix*) identify anticipated short-term, mid-term and long-term outcomes aligned to each objective. Baseline and continuation data will be collected for Performance Indicators, including six required program measures embedded in the grant solicitation and indicators that address evaluation requirements in section 204(a) of the HEA (20 U.S.C. 1022c(a)):

<i>V-NET</i> Goal, Objectives, Outcomes and Performance Indicators (10 / 1 / 2020 – 9 / 30 / 2025)
GOAL: To raise the academic achievement of high-needs students by improving educator effectiveness.
<i>Performance Measure 1: Certification/Licensure.</i> The percentage of program graduates who have attained initial

State certification/licensure by passing all necessary licensure/certification assessments within one year of program completion.	
Performance Measure 2: STEM Graduation. The percentage of math/science program graduates that attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of program completion.	
Performance Measure 3: One-Year Persistence. The percentage of program participants who were enrolled in the postsecondary program in the previous grant reporting period, did not graduate, and persisted in the postsecondary program in the current grant reporting period.	
Performance Measure 4: One-Year Employment Retention. The percentage of program completers who were employed for the first time as teachers of record in the preceding year by the partner high-need LEA or ECE program and were retained for the current school year.	
Performance Measure 5: Three-Year Employment Retention. The percentage of program completers who were employed by the partner high-need LEA or ECE program for three consecutive years after initial employment.	
Performance Measure 6: Student Learning. The percentage of grantees that report improved aggregate learning outcomes of students taught by new teachers. These data can be calculated using student growth, a teacher evaluation measure, or both. (This measure is optional and not required as part of GPRA reporting).	
Objective 1: Improve academic achievement in high-needs schools.	
Outcome 1.1: Increase statewide ELA, Math and Science proficiency rates of students of <i>V-NET</i> Fellows.	
Indicator 1.1a: Increase % of students of <i>V-NET</i> Fellows who achieve proficiency on state ELA assessments a minimum of 12% by end of grant, 10/1/20t– 9/30/25.	SC Assessments
Indicator 1.1b: Increase % of students of <i>V-NET</i> Fellows who achieve proficiency on state Math assessments a minimum of 12% by end of grant, 10/1/20t– 9/30/25.	SC Assessments
Indicator 1.1c: Increase % of students of <i>V-NET</i> Fellows who achieve proficiency on state Science assessments a minimum of 12% by end of grant, 10/1/20 – 9/30/25.	SC Assessments
Outcome 1.2: Increase the high school graduation rates of students of <i>V-NET</i> Fellows.	
Indicator 1.2: Increase graduation rate of students of <i>V-NET</i> Fellows a minimum of 5% by end of grant, 10/1/20 – 9/30/25.	School Grad Rates
Outcome 1.3: Increase the postsecondary enrollment rates of students of <i>V-NET</i> Fellows.	
Indicator 1.3: Increase postsecondary enrollment rates of students of <i>V-NET</i> Fellows a minimum of 12% by end of grant, 10/1/20 – 9/30/25.	Postsecondary Enroll Rates

Objective 2: Equip educators with the skills to promote 21st Century Learning.	
Outcome 2.1: Increase effectiveness of participating educators.	
Indicator 2.1: A minimum of 75% of <i>V-NET</i> Fellows who complete the Master of Arts in Teaching degree will achieve highest educator effectiveness rating by end of grant, 9/30/25.	SC Rubric
Outcome 2.2: <i>V-NET</i> will expand number of educators implementing effective STEM/Computer Science strategies.	
Indicator 2.2: A minimum of 90% of <i>V-NET</i> Fellows will complete the STEM/ Computer Science Credential each year of grant, 10/1/20 – 9/30/25.	Credential Completions
Objective 3: Increase the number of educators who attain advanced certification.	
Outcome 3.1: Launch and sustain Non-Traditional Certification Pathway that results in Master of Arts Teaching degree / certification to teach in K-12 South Carolina schools.	
Indicator 3.1a: Minimum of 90% of <i>V-NET</i> Fellows will complete Master of Arts in Teaching degree each year of grant, 10/1/20 – 9/30/25.	Degree Completions
Indicator 3.1b: Minimum of 90% of <i>V-NET</i> Fellows will attain state teacher certification each year of grant, 10/1/20 – 9/30/25.	State Certification
Indicator 3.1c: Minimum of 90% of <i>V-NET</i> Fellows will complete a minimum of three consecutive years of teaching in a high-needs school, 10/1/25 – beyond.	Fellow Employment
Outcome 3.2: Increase number of educators from traditionally-underrepresented groups who attain Master’s Degrees and licensure / certifications.	
Indicator 3.2a: Increase % of <i>V-NET</i> Fellows from traditionally-underrepresented groups (men of color, women of color) who attain a graduate degree in education by 15% compared to annual Voorhees College baseline graduate degree attainment rates, 10/1/20 – 9/30/25.	Degree Completions
Indicator 3.2b: Increase % of <i>V-NET</i> Fellows from traditionally-underrepresented groups (men of color, women of color) who attain state teacher certification by 15% compared to annual Voorhees College baseline certification attainment rates, 10/1/20 – 9/30/25.	State Certification
Indicator 3.2c: Minimum of 90% of <i>V-NET</i> Fellows from traditionally-underrepresented groups (men of color, women of color) will complete a minimum of three consecutive years of teaching in a high-needs school, 10/1/25 – beyond.	Fellow Employment
Objective 4: Increase the impact of <i>V-NET</i> through effective replication and scaled impact strategies.	
Outcome 4.1: Launch and sustain a web-based Networked Educator Excellence Platform to disseminate tools.	
Indicator 4.1: Web-based Networked Educator Excellence Platform will be operational by Year 3	Web-Portal

of grant project and beyond, 10/1/23 – 9/30/25.	Launch Date
Outcome 4.2: Launch and sustain web-based Instructional Excellence Clearinghouse to disseminate best practices.	
Indicator 4.2: Minimum of 90% of <i>V-NET</i> Fellows who complete degree will co-author an approved Instructional Excellence White Paper each year of grant, 10/1/20 – 9/30/25.	White Paper Publication

Data collection and analysis will ensure each measurable outcome is assessed using reliable, objective, replicable procedures, providing feedback to assess effectiveness / promote continuous improvement.

(ii) Methods of evaluation thorough, feasible, appropriate to goals, objectives, and outcomes.

Upon funding, evaluators and project personnel will collect baseline data for all performance indicators to set annual benchmarks for each year of project, facilitate comparison of results and ensure thorough evaluation of *V-NET*. Evaluators will solicit feedback from all stakeholder groups to ensure participants provide valuable data needed to thoroughly assess outcomes and inform decision-making procedures. Evaluation of goals, objectives and outcomes will include: **Process (Formative) Evaluation:** Process evaluation is an internal necessity for staff and planners to determine if the project is being implemented as intended. Process evaluation monitors ongoing implementation in comparison to the funded scope and sequence of the project to monitor fidelity and promote timely, thorough completion of project services. Process Evaluation fills important program assessment steps, including: (1) evaluate and document fidelity and variability in program implementation across sites in relation to Logic Model (see *Appendix*), Timeline (see *Management Plan*) and proposed scope of the project; (2) test validity of implementation model for relationships between interventions and outcomes; (3) monitor dose of interventions across intended recipients of interventions; (4) provide accountability data needed to inform stakeholders and partners of implementation progress and (5) generate feedback data to promote improvement of project, refinement of services and replication of effective strategies. The *V-NET* Timeline, Logic Model and evaluation FORECAST Action Model will serve as process tools allowing evaluators to determine compliance with the scope / schedule of the proposed project. **Outcome (Summative) Evaluation:** The purpose of outcome evaluation is to assess the effectiveness of the project and the outcomes of implementation on the targeted population. Outcome evaluation will measure indicators that correspond to *V-NET*

Components to determine the magnitude of results and project effectiveness in meeting needs. Outcome evaluation will generate data assessing impact of *V-NET* and will equip project managers with information needed to analyze results by component and by subgroups / schools to determine if interventions yield positive growth and promote success; analysis will promote replication and sustainability of promising and effective practices. Process and Outcome evaluation methods promoting continuous and iterative project improvement and achievement of outcomes include:

- **Data Collection:** Evaluators will collect data to establish baseline values for each performance measure upon funding (see *Project Design* for partner LEA performance data). Annual data will be collected, analyzed, compared and reported using data collection tools aligned to project services / objectives.
- **Evaluation Tools Aligned to Objectives:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data: (1) Effectiveness Rubric: annual evaluation of *V-NET* educators upon placement in teaching positions to assess performance (Objective 2; Outcome 2.1); (2) Student Performance Scores: annual state administered Reading, Math and Science assessment results, graduation rates and postsecondary enrollment rates compared to 2018-19 baseline (Objective 1; Outcome 1.1, 1.2, 1.3); (3) Site Visits / Focus Groups: multiple evaluation team conference calls and site visits per year to solicit feedback from stakeholders through focus groups and observational analysis of progress (Objectives 1-4; Outcomes All); (4) Grant Stakeholder Surveys: grant personnel, participating Fellows and partner LEA school personnel will complete annual surveys to evaluate stakeholder perspectives regarding quality of activities / relevance of programming / perceptions of instructional quality / educator impact (Objective 1-4; Outcomes All) and (5) Enrollment / Completer Rates: annual degree / micro-credential completer data aggregated for the project (Objective 2, 3; Outcome 2.2, 3.1, 3.2)
- **Data Analysis:** Evaluators will complete multiple statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions and results (if any) and correlation of variables to results. Subgroup analysis will track changes in achievement gap data. Evaluators will collect data for Treatment and Control groups to facilitate matched comparison evaluation that will be overseen by the Principal Investigator and meets *What Works Clearinghouse*:

TREATMENT GROUP (n = 20 per year)	<i>V-NET</i> educators from Tier 1, Tier 2 and Tier 3 schools (see <i>Project Design</i>) in Allendale, Bamberg, Barnwell, Colleton, Hampton and Jasper county schools.
CONTROL GROUP (n = 40 per year)	Random selection of matched non- <i>V-NET</i> educators from Tier 1, Tier 2, Tier 3 schools Allendale, Bamberg, Barnwell, Colleton, Hampton and Jasper county schools.

- **Reporting:** The Principal Investigator will submit required Annual Performance Reports to funding agency and share evaluator feedback / results with Advisory Board, stakeholders and the public via a *V-NET* website portal to ensure transparency with partner personnel and interested stakeholders.

C. ADEQUACY OF RESOURCES

(i) **Adequacy of support: facilities, equipment, supplies, other resources from applicant.** *V-NET* was designed by a collaborative Planning Task Force that combined the expertise of Voorhees College with partner school districts to increase the likelihood of success and take advantage of diverse resources needed to support implementation. Members of the Task Force will continue to shape the project during the five-year grant period as representatives of the *V-NET* Advisory Board (see *Management Plan*). As lead applicant, Voorhees College will contribute significant resources and match to expand the capacity and impact of *V-NET*. Voorhees has pledged match resources equal to 100% of requested Federal funds in accordance with grant program requirements. The adequacy of Voorhees College (applicant organization) resources supporting implementation of *V-NET* will include, but not be limited to, the following:

- **Grant Management:** The Voorhees College Office of Research and Sponsored Programs provided administrative support during the planning of *V-NET* and will continue to provide administrative leadership facilitating efficient and timely implementation of the project. The Office of Research and Sponsored Projects will offer fiscal management, coordinate filing of required project reports, manage demonstrated match and provide human resources support for grant personnel.
- **Expertise:** Voorhees College will enrich *V-NET* with expertise that improves student access to education. The newly-retooled Master of Arts in Teaching will draw from numerous departments (Humanities, Education and Social Sciences; Science, Technology, Health and Human Services) and link professors from multiple program areas into a single, learning experience for aspiring educators.

Combined expertise across foundational programs and micro-credential content will provide aspiring educators with a deeper understanding of current education priorities impacting K–12 student outcomes. Further, Voorhees College intellectual resources will serve as valuable assets for partner school districts seeking to implement continuous improvement strategies and competency-based professional learning opportunities. Ancillary project outcomes supporting both aspiring teachers and partner school districts – including but not limited to the development of Networks for School Improvement; strong university and district partnerships; a pipeline of traditionally- underrepresented teachers for high-needs schools and expanded opportunities for professional development for district educators (*see Project Design*) – will directly benefit from the expertise and academic resources contributed to the project by Voorhees College.

- **Learning Resources:** *V-NET* will connect Fellows and partner school district educators with learning resources typically out of reach for elementary and secondary school teachers and students. Through strong university and public school district partnerships, educators and students will benefit from access to technologically-advanced facilities; robotics labs; advanced computer science labs, university library media centers and other learning venues that promote exploration of diverse content and reinforce partner school district efforts to align K–12 teaching and learning with postsecondary education programs of study. Expanding access to university resources will help districts create and sustain a college-going culture among high-need students and increase equity in learning for all youth.
- **Technology Resources:** Voorhees College maintains a robust technology infrastructure that supports online learning, facilitates undergraduate and graduate student academic research, broadens access to university resources through digital dissemination and empowers growth and development of new university programs through expandable capacity of systems. Technology resources will allow for the creation and growth of a Networked Educator Excellence platform and an Instructional Excellence Clearinghouse that will disseminate grant products beyond partner schools to benefit educators, students and the greater field of education.
- **Facilities:** Voorhees College will expand aspiring educator access to academically-aligned facilities to promote thorough and timely implementation of *V-NET*. Facilities, provided in-kind as match,

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will enable Voorhees and partner districts to host workshops, expand academic enrichment programs and increase technology-based learning opportunities for novice educators serving low-income youth. Voorhees College, which is designated as a Historic District in South Carolina, consists of 365 acres in Bamberg County in the city of Denmark - about 50 miles south of Columbia, 86 miles southeast of Charleston and 53 miles west of Augusta, Georgia.

(ii) Extent to which budget is adequate to support the proposed project. Voorhees and partner districts will provide quality resources to support implementation of *V-NET* and promote sustained programming beyond the five-year grant period:

- **Personnel and Fringe Benefits** – A Project Director and Administrative Assistant will assure the smooth running of the day-to-day operations of the grant, coordinating programming, interfacing with district and community partners, and working with the evaluation team to collect and analyze data for the completion of timely-filed performance reports.
- **Travel** – The travel budget will support required travel for post-award and annual meetings hosted by the U.S. Department of Education (funder), local travel to district and partner sites as programming is implemented and regional and national conferences where *V-NET* personnel and the Voorhees team will present findings to fellow grantees and the education community at large.
- **Supplies** – Voorhees will procure the supplies needed to successfully implement and operate *V-NET*, including curriculum materials, technology for the Fellows to facilitate assessment and evaluation, and the SWYVL application and hardware for virtual coaching.
- **Contractual** – Voorhees College will develop and deliver an enhanced Master of Arts in Teaching degree for alternative candidates with STEM or other critical need career experience (Special Education, Literacy) that will include Foundational Coursework and a Micro-Credential in STEM/ Computer Science. The Institute for Organizational Coherence will work with *V-NET* staff to develop, design, implement and facilitate the improvement science protocol for using data to inform decision-making to improve teacher efficacy. Funds will support on-site and virtual coaching by National Board Certified Teachers as *V-NET* Fellows complete a 12-month Teacher Residency with an accomplished Mentor Teacher. A 20-year-old, experienced research and evaluation team will conduct a process / outcome evaluation of *V-NET*, using data and feedback to inform grant personnel so that course-correction will result in continuous improvement.

- **Training Stipends** – *V-NET* Fellows will receive a monthly, living wage stipend for the 12-months they are in the Teacher Residency program. Exemplary teachers who agree to mentor the Fellows during their residency will receive a stipend at the end of the school year.
- **Physical Infrastructure / Facilities** – Voorhees and school locations comply with *Americans with Disabilities Act* standards for classrooms, storage space, auditoriums and media centers, etc. At each site, ample space will be provided to accommodate programming for Fellows/teachers.
- **Administrative Resources** – Voorhees will contribute significant and ongoing administrative leadership and support during the grant period and beyond. Voorhees’ administrative capacity is more than sufficient to meet the demands of managing a large federal discretionary grant.
- **Indirect Cost** – Voorhees College has an indirect cost rate of 56%, but agrees to the 8% cap mandated by the U.S. Department of Education, as well as the 2% cap on administrative costs.
- **Matching Funds** – Voorhees College is contributing 100% of the match needed to successfully implement and operate *V-NET*, including in-kind personnel and fringe; facilities use and use of its extensive library collection.

(iii) **Costs reasonable in relation to objectives, design, and potential significance of project.** The investment of resources from *TQP* will empower Voorhees College to use virtual and technology supports to re-tool educators who serve students in high-need schools so they are equipped to solve problems of practice and accelerate the learning of all students. *TQP* funding will allow Voorhees and The Institute for Organizational Coherence to launch and refine a virtual improvement network that can be scaled nationally to build capacity in educators throughout the country to eradicate stubborn achievement gaps which have persisted as a result of systemic inequalities and inequities proliferating the narrative that access to high-quality learning is only for some students, not all students. *TQP* funding will empower partners to continue the vital work of closing education equity gaps that reduce opportunities for success for students of color and students of poverty. *TQP* will support the continued, vital work of the partnership beyond the grant period:

- Voorhees College and The Institute for Organizational Coherence believe that all students, unequivocally, despite race, socio-economic status or demography, can achieve academically at high levels and that it is the responsibility and moral imperative of highly effective teachers and

instructional leaders to ensure that each student is equipped with the tools needed to meet that challenge. This is especially true in school districts that serve low-income and minority students which bear a history of underperformance. As the *V-NET* partnership continues to build virtual support structures and study and learn from the work that is emerging across the country, the partnership will seek to significantly increase the number of districts serving high-need schools and students that employ the latest tenants of improvement science; cultivate a large cadre of highly effective teachers and school leaders; and dramatically raise and sustain high levels of student achievement. This unique collaboration will allow partners to synthesize what has worked in various contexts and build upon the work by providing a new body of evidence into the field. Technology will continue to inform and enhance improvement science and can be used to support teacher effectiveness and create sustainable, continuous improvement efforts as districts lead large-scale change.

- Voorhees College believes that there is no substitute for Exceptional Teaching and that, bar none: “great teaching is the single most important in-school factor for improving student learning and closing achievement gaps.” Partners believe that great leadership is needed and necessary to promote and cultivate highly effective teaching, as well as, foster sustainable school and district transformation. *TQP* funding will support ongoing efforts of all partners to implement and expand innovative strategies that expand professional learning supports to educators serving in high-need schools to expand student access to Exceptional Teaching. *TQP* funding will facilitate expansion of efforts aligned to long-term partnership priorities and spur improvement in educator support initiatives that will sustain partnership programs beyond the grant period (Gordon et al. (2006); Hanushek et al. (2004); Wright et al. (1997); Sanders & Horn (1994).
- *TQP* funding will promote innovation of current efforts across the *V-NET* partnership. *V-NET* will promote school transformation and continuous improvement in partner schools and accelerate the current work of partners to build the capacity of teachers to dramatically improve learning outcomes for all students. *V-NET* will accelerate, expand, improve and sustain current efforts beyond the grant period to promote lasting, positive change in schools most in need of support for underserved students.

There are three areas for potential lasting impact beyond the grant: 1) Voorhees College and USC can develop a training model that helps in alleviating the teacher shortage in the state of South Carolina by increasing the number of qualified candidates who enter the teaching profession, with an intentional focus on attracting mid-career STEM professionals into the profession, as well as members of underrepresented minority groups; 2) Voorhees can create Teaching Endorsements and Micro-Credentials that meet the needs of aspiring and professional educators (throughout the nation) who need to be re-tooled so that they can effectively use STEM and Computer Science to accelerate learning; foster engagement in the classroom; increase the use of problem-solving, computational, and critical thinking; and be a driver for improvements in academic achievement; and 3) This TQP grant offers Voorhees College an opportunity to pilot a residency program in the state of South Carolina which has the potential to become a “best in class” model for training new, non-traditional teachers and attracting STEM / Computer Science professionals into the teaching profession. *V-NET* has the potential to revolutionize the way that teachers are trained throughout the state and nation.

(iv) Resources, including multi-year financial / operating model / plan; commitment of partners; support from stakeholders or more than one of these types of evidence.

Voorhees College will efficiently manage *TQP* funds to maximize the impact of limited grant resources. Upon completion of the five-year grant period, Voorhees will work to sustain the project to ensure that federal investment benefits students, families, schools and communities for many years. Strategies include: (a) Multi-Year Operating Plan; (b) District Support Plans; (c) Diverse Stakeholder Support; and (d) Sustainable Practices. **(a) Multi-Year Operating Plan / Financial Plan:** It is the initial start-up costs that prevent Voorhees College from developing and operating the program as described in the *Project Design*. With *TQP* funds, a unique residency pathway will be implemented in partnership with school districts in six participating South Carolina counties. Positive outcomes will include: teaching through an equity lens; specialized curriculum will be developed, implemented, measured and improved; the professional learning of educators will be accelerated and students and parents will be excited about energized teaching and learning. While initial costs are too high to allow Voorhees College to fund *V-NET* without federal assistance, sustainability efforts will allow the district to continue programming beyond the grant period, as coursework, the STEM/Computer

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Science Micro-Credential, the Networked Educator Excellence Platform and the Instructional Excellence Clearinghouse will be fully operational. Voorhees College is committed to helping neighboring school districts to sustain grant programming by working with them to enhance community partnerships, develop staff capacity to implement evidence-based programs and invest in strategies that improve school structure and classroom effectiveness. Upon receiving 2020 *TQP* funding, the Voorhees Provost, *V-NET* Project Director and *V-NET* Advisory Board will form a Sustainability Committee of the Advisory Board to immediately plan for future operation of programs upon completion of the grant period. The Sustainability Committee will nurture growth of strong community partnerships to leverage partner and community resources needed to sustain efforts beyond the grant period (see *Appendix* for Letters of Support).

***V-NET* Multi-Year Plan of Operation** (see *Management Plan* for detailed Years 1 – 5 Timeline)

- *V-NET* Year 1 (2020-21) – Launch *V-NET* with initial cohort of 20 Fellows – begin Foundational Coursework in Summer and Residency in Fall; Select Mentor Teachers for Fellow Residents. Launch and recruit *V-NET Sustainability Committee* to ensure stakeholders collaborate to prioritize sustainability of effective strategies; Launch and recruit *V-NET Equity Committee* to ensure objective monitoring of equal access for all participants and increase equity in education; Launch monthly *Information Science* Colloquia and follow tenets to improve practice; Complete annual evaluation activities to promote continuous improvement.
- *V-NET* Year 2 (2021-22) – Continue *V-NET* Fellow Residency in participating schools; Fellows complete coursework and residency and receive South Carolina Teaching Certification; New teachers are hired in participating schools for a minimum of three years and begin teaching in the Fall; Enroll new cohort of Fellows to begin the process again; Continue ongoing professional learning to build educator knowledge, mastery, capacity; Expand and strengthen community partnerships through Advisory Board; Monitor equal access and enhance equity; Complete annual evaluation activities to promote continuous improvement.
- *V-NET* Year 3 - 5 (2022-25) – Continue *V-NET* Fellow Residency in participating schools; Fellows complete coursework and residency and receive South Carolina Teaching Certification; New teachers are hired in participating schools for a minimum of three years and begin teaching in the Fall; Enroll new cohort of Fellows to begin the process again; Implement *V-NET Sustainability Committee* to initiate long-term

budgeting; Monitor equal access and enhance equity; Complete annual/final evaluation activities to promote continuous improvement; Increase partner support for project; Seek additional funds to expand support.

- Post-V-NET Plan (2025-beyond) – Continue to monitor *V-NET* teacher progress and induction in participating districts; Convene virtually to address problems of practice; Grow cohort community to support new teachers; Seek funds to support efforts; Consolidate *V-NET* personnel duties to reduce continuation costs; Realign professional learning plan to include prioritized alternative options.

***V-NET* Multi-Year Financial Planning Procedure**

Voorhees College and the *V-NET* Advisory Board will gather stakeholder feedback regarding all components of the *V-NET* alternative Teaching Residency effort to develop a multi-year financial projection to sustain *V-NET*. Data regarding project and component impact is critical when projecting costs; Voorhees will not be able to collect and analyze data until the Fellows are trained and hired in participating schools. After collecting stakeholder and evaluation data, Voorhees will develop a data-informed Multi-Year Financial Plan aligned to four principles:

- **Objective source and structure of the foundational data.** Through use of the Voorhees budget structure, planners will determine the level of granularity needed to support sustainability decision-making.
- **Assessment of variables that drive future revenues and expenses.** Voorhees leaders will assess changing conditions impacting funding to identify variables and their impact on future financial outcomes.
- **Creation of accessible outputs clear to diverse stakeholders.** Voorhees leaders/Finance Officers will support projections with tabular/graphical data to improve stakeholder understanding of funding projections.
- **Simulate and track changes.** Voorhees leaders/Finance Officers will catalogue scenarios and record changes to projected variables to generate multiple Financial Plan Projections adjusted for variation in assumptions.

Voorhees will use *V-NET* data to project a well-constructed and documented forecast to support sustainability planning, scalability of project elements to additional schools and replicability of the project in learning environments beyond the boundaries of the initial participating districts. Objective / consistent data collection from diverse stakeholders will ensure the *V-NET* Multi-Year Financial Plan is both reasonable and attainable.

(b) District Support Plan: Voorhees/partners will identify resources to sustain operation of *V-NET*:

- Complementary Funding Sources: District funds will sustain new teacher positions beyond the grant period and ensure high-quality delivery of STEM-specific content; Title funds will support

professional development to ensure educators in our participating schools have access to district-wide professional learning initiatives.

- **Professional Learning:** Voorhees will encourage districts to pursue extensive professional learning (using train-the-trainer models) during the grant cycle to increase district-wide capacity to improve practice. By encouraging district investing in teacher training, human capital and expanding institutional capacity, Voorhees seeks to equip schools and districts with the expertise needed to continue innovative education beyond the grant period.
- **Partnerships:** Schools and districts will work diligently to expand community partnerships so that education becomes a community effort rather than the sole responsibility of the schools. Current partnerships with higher education, science-based agencies and youth advocacy groups will be expanded and reinforced to ensure that partner resources are available to support future efforts.

Strong partnerships will generate community support while adding credibility to *V-NET*, resulting in stronger parental support for education. The capacity of Voorhees to initiate requested programs is beyond the reach of limited operating funds – assistance is needed to launch an alternative teacher residency program that promises to yield results applicable on a broader scale. Continuation strategies will be in place to sustain programs after initial funding support ends.

(c) Diverse Stakeholder Contributions: *V-NET* will be a collaborative effort linking college, district, school and partner resources to achieve the goal and objectives of the project. Contributions of key stakeholders beyond the grant period will promote sustainability of efforts:

<i>V-NET</i>: Diverse Stakeholder Contributions	
Resource	Implementation Role / Contribution
<i>V-NET</i> Advisory Board	<ul style="list-style-type: none"> • An Advisory Board will meet quarterly to monitor progress across all districts; review evaluation data to promote continuous improvement; review recruitment / marketing / placement plan to ensure a steady cohort of quality candidates; recruit community partners to enhance programs; convene Budget, Equity and Sustainability Committees. • Advisory Board will recruit feedback to broaden the perspectives guiding key program and education decisions. • Advisory Board will continue to provide guidance after grant period.
<i>V-NET</i>	<ul style="list-style-type: none"> • School Advisory Boards will meet quarterly to monitor progress at individual schools;

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<p>School Advisory Boards</p>	<p>collaborate with new <i>V-NET</i> Teachers, Mentor Teachers and other school educators to enrich theme-based learning experiences; review evaluation data to promote continuous improvement.</p> <ul style="list-style-type: none"> • School Advisory Boards will broaden perspectives guiding key program/education decisions. • Advisory Board will continue to provide guidance after grant period.
<p>Project Director</p>	<ul style="list-style-type: none"> • A full-time Project Director will manage all aspects of the project, including personnel, fiscal, curriculum, partner outreach, vendor relations, evaluation and student engagement to ensure timely implementation of <i>V-NET</i> and compliance with federal mandates. • Districts will manage <i>V-NET</i> programs after grant.
<p><i>V-NET</i> Fellows</p>	<ul style="list-style-type: none"> • Alternative candidates in critical-need areas will be screened and chosen for passion, commitment and expertise. Fellows will complete Foundational Coursework, a STEM/Computer Science Micro-Credential and a 12-month Residency alongside a Mentor Teacher. Upon completion of <i>V-NET</i> programming and required South Carolina protocols, Fellows will become licensed and certified South Carolina teachers. • <i>V-NET</i> teachers will be hired to serve in Opportunity Zone schools, using a Tiers of Priority, selection methodology, for a minimum of three years.
<p>Mentor Teachers</p>	<ul style="list-style-type: none"> • A Mentor Teacher at each school receiving <i>V-NET</i> teachers will guide the new teacher through district and local protocols and be a source for ideas and expertise. • Voorhees will actively recruit Fellows from traditionally-underrepresented groups to maximize diversity of staff and promote a staff that looks like the students served in our district schools. • <i>V-NET</i> teachers will be sustained with district funds after grant period ends.
<p>Partner Resources</p>	<ul style="list-style-type: none"> • Local partners will enrich learning experiences to expand capacity and diversity of academic options and supports in each participating district. • Partnerships will be sustained and expanded through project period and beyond.
<p>District Resources</p>	<ul style="list-style-type: none"> • Voorhees will contribute vast resources in support of <i>V-NET</i>, including the pledge of a required 100% match; fiscal management and accounting services; administrative oversight of program; curricular support from Voorhees professors and staff; physical facilities and maintenance; partner outreach to expand services; data management to support evaluation and improvement. • Voorhees will sustain and expand support to extent possible during project period and beyond.
<p>School Resources</p>	<ul style="list-style-type: none"> • <i>V-NET</i> schools will contribute extensive learning resources to promote achievement of <i>V-NET</i> objectives, including high-quality faculty in core / non-core subjects; classroom / lab facilities; technology resources; library media centers with curricular-aligned media (print / electronic); campus resources to support physical education/ athletics / extra-curricular enrichment; daily

	USDA food service, transportation and school leadership to promote STEM learning. <ul style="list-style-type: none"> • <i>V-NET</i> schools will sustain and expand support during project period and beyond.
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(d) Sustainable Practices: *V-NET* was designed with sustainability in mind. While many project elements have substantial startup costs, most components have minimal continuation expenses that will be met by well-planned district and school budgets. Sustainable practices will ensure *V-NET* schools meet the needs of teachers and students for years to come. Sustainability strategies include:

<i>V-NET</i> Sustainability Strategies	
<i>V-NET</i> Teachers	<ul style="list-style-type: none"> • <i>V-NET</i> teachers will begin their careers in the classroom as academic leaders, trained in equity and information science. The placement school will pay their salary and continue to provide induction support for the first three years of their commitment agreement. They will remain in contact with their <i>V-NET</i> cohort to network and solve problems of practice.
Travel	<ul style="list-style-type: none"> • Travel expenses beyond grant period are negligible – most travel costs are associated with startup professional learning; continuing education for curricular models is available through on-line platforms at little cost to schools.
Virtual Resources	<ul style="list-style-type: none"> • Investment in technology is a startup expense of <i>V-NET</i>; ongoing costs for software and maintenance will be minimal, compared to the launch. • Investment in technology-based learning strategies reduces long-term expense of disposable education materials through use of digital learning tools.
Partnerships	<ul style="list-style-type: none"> • Advisory Boards will ensure schools are linked to community partners whose resources enhance depth and capacity of academic options.

Voorhees will engage outstanding curricular models, partners, pedagogy experts, professional learning providers and vendor resources to improve teacher effectiveness, enhance learning in all proposed participating schools and promote achievement of objectives. Efforts during the grant period will position schools to leverage expertise, facilities and stakeholder support to sustain *V-NET* initiatives upon completion of the grant-funded project. Voorhees has a long history of success in sustaining education options beyond initial startup and funding.

D. QUALITY OF MANAGEMENT PLAN

(i) Objectives on time / within budget, including responsibilities, timelines, and milestones. A structured grant management plan – (1) Equal Access; (2) Timely Implementation; (3) Budget

Oversight; (4) Procedures; (5) Personnel; (6) Timeline; (7) Feedback and (8) Engaging Under-represented Groups – will ensure timely completion of grant activities and promote continuous improvement. **(1) Equal Access:** Voorhees College and all project partners will provide equal access for participation across all services regardless of actual or perceived age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class. All teachers, administrators, students, families and community stakeholders will be encouraged to participate in activities to maximize impact of the project. *V-NET* will be administered to guarantee equal treatment of and equal opportunity for all participants. Voorhees and partners will fully comply with the equal access regulations outlined in the General Education Provisions Act section 427 (GEPA 427). **(2) Timely Implementation:** Voorhees College will initiate *V-NET* immediately upon funding and will manage all grant activities in accordance with the *V-NET* Timeline (see below). Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the *V-NET* Logic Model (see *Project Design* and *Appendix*). Evaluators will develop a FORECAST Model of *V-NET* to guide ongoing evaluation of the effort and will share the model with stakeholders to ensure transparency of evaluation and reporting and provide managers with additional tools to support timely implementation of the project. Projected annual milestones (see Timeline below) will help Voorhees and grant administrators plan and schedule key activities to promote achievement of implementation benchmarks. **(3) Budget Oversight:** The Planning Team designed the budget to meet goals and objectives, ensure equal access and promote sustainability of strategies. Each line item is linked to one or more grant components, services and / or priorities. The budget is fiscally efficient while providing sufficient funds for comprehensive programming. The Project Director and Voorhees Division of Business and Fiscal Affairs will manage expenditures in accordance with U.S. Department of Education and State of South Carolina regulations and will prioritize allocations to ensure completion of the project. The PD and Advisory Board will identify complementary organization / partner programming and funds that expand the reach of *V-NET* and sustain systemic changes initiated

during the grant. **(4) Procedures:** Service coordination guided by management procedures will help Voorhees College achieve the goal and objectives of *V-NET* on time and within budget:

1. **Initiate Grant** – Voorhees College will hire staff and brief project partners to launch *V-NET*;
2. **Convene Advisory Board** – the Planning Team will transition into the *V-NET* Advisory Board; The Board will create a Budget Committee, Equity Committee and Sustainability Committee to provide critical implementation oversight during the grant period;
3. **Ensure Equal Access** – Voorhees and partners will provide equal access / treatment for participants without regard to age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class for all services;
4. **Implement Records Management Protocol** – Project Director will maintain program file to document implementation, evaluation and fiscal milestones, from award to completion;
5. **Implement Fiscal Management Protocol** – Voorhees' Business Office will establish a system of accounting, cost management / reporting to promote efficient expenditure of funds;
6. **Implement Action Model** – Project Director, Advisory Board and Evaluation Team will develop and revise action model to identify project components and services linked to *V-NET* Timeline to ensure completion of all project elements;
7. **Implement Goods/Services Management Protocol** – Voorhees will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations;
8. **Implement Evaluation Plan** – Project Director, Advisory Board and Evaluation Team will sustain ongoing evaluation to promote continuous project improvement.
9. **Disseminate Results** – Project Director, evaluators and grant personnel will present outcomes, data and progress to stakeholders and the public through reports, Board presentations and outreach to increase transparency and engage the community in education.
10. **Sustain Programs** – VC, grant administrators and Advisory Board members will initiate a sustainability plan, from award through end of grant, to sustain *V-NET* after federal funding.

(5) Personnel: Through strong management and clearly defined responsibilities for project personnel – Advisory Board; Project Director; Principal Investigator; Instructional Team, Mentor

Teachers, Project Support – VC will ensure the success and continued improvement of *V-NET*.

Advisory Board: An Advisory Board – comprised of the Project Director, Principal Investigator, partner school district administrators and teachers and VC teacher preparation students – will meet quarterly during the five-year project to oversee implementation progress, monitor evaluation results and recommend project changes to promote continuous improvement of *V-NET*. The Advisory Board will ensure that implementation of equal access protocols will promote equity for all participants. The Advisory Board will serve as a critical management oversight structure that provides stakeholders with a voice. Members from traditionally-underrepresented subgroups will ensure a diversity of perspectives influence the planning, implementation and continuous improvement of *V-NET*. The AB will report outcomes and progress to increase transparency within communities the project is designed to serve.

Project Director (PD): Dr. Ronnie Hopkins will serve as Interim Project Director for *V-NET* until a full-time Project Director is hired (see *Appendix* for Job Description). The PD will possess the following qualifications and will be responsible for the following duties:

Position	Qualifications	Job Responsibilities
<p>Project Director To Be Hired (1.0 FTE)</p>	<ul style="list-style-type: none"> • Preferred, Doctor of Education, Curriculum and Instruction • Minimum, Master of Education • Experience in undergraduate or graduate teaching • Experience collaborating with K – 12 public schools • Experience in differentiated instruction, instructional coaching, teacher leadership, assessment, teacher evaluation • Experience in graduate degree curriculum development • Specialty in equity and educational access. 	<ul style="list-style-type: none"> • Coordinate all components of <i>V-NET</i> TQP grant. • Manage fiscal resources to ensure timely expenditure of funds / sufficient non-federal match. • Lead Advisory Board to encourage collaboration. • Coordinate multi-component <i>V-NET</i> programs to assigned Fellowse/ educators serving in high-needs schools. • Supervise grant personnel to ensure quality of services. • Coordinate Teacher Residencies in partner school districts. • Review applicants/ select annual cohort of <i>V-NET</i> Fellows • Sustaine/ expand partnerships to increase <i>V-NET</i> support. • Lead sustainability efforts to promote long-term outcomes. • Conduct outreach to promote scaled impact. • Collaborate with evaluation team to evaluate outcomes, monitor progress, complete reports and disseminate results. • Share <i>V-NET</i> programming results with stakeholders

Instructional Team (IT): A team composed of Clinical Improvement Science Faculty Advisors, the Principal Investigator and the President of The Institute for Organizational Coherence will facilitate an intensive 10-month colloquia to deconstruct problems of practice; disaggregate data; conduct root-cause analysis; and empower students with the strategies to course-correct and close persistently stubborn achievement gaps. The Instructional Team will work with *V-NET* Fellows to improve teacher effectiveness (see *Appendix* for Resumes).

Instructional Team	Qualifications	Responsibilities
Dr. Gloria Boutte	Clinical Improvement Science Faculty Advisor, University of South Carolina	<ul style="list-style-type: none"> • Co-develop, with PD, all content for Teacher Certification/Micro-Credential • Teach all Coursework and Micro-Credential course • Participate in <i>V-NET</i> support strategies, including feedback and coaching • Review applicants / select annual cohort of <i>V-NET</i> Fellows • Collaborate with PD to align feedback/coaching with content • Co-author White Papers with Fellows
Dr. Tywana Chenault	Dean, Department of Humanities, Education and Social Sciences	
Dr. Ronnie Hopkins	Provost and Vice President for Academic Affairs, Voorhees College	
Dr. Thomas Maridada	President and CEO Institute for Organizational Coherence	

Mentor Teachers (MT): Voorhees grant managers, in collaboration with partner school districts, will select a team of Mentor Teachers to serve as learning partners with *V-NET* Fellows. Mentor Teachers from all grade levels and instructional specialties (Reading, Math, Technology Coaches) will provide daily guidance, support, coaching and leadership for *V-NET* Fellows as they complete Instructional Rounds during their Teacher Residency (see *Project Design Strategy* 1). Mentor Teachers will provide induction support – following existing district strategies – upon placement of Fellows in district schools. Mentor Teachers will be selected from a pool of educators at each district – teaching in high-needs schools (50% or higher Free / Reduced enrollment) – who have maintained three consecutive years (or more) of the highest effectiveness level per state teacher effectiveness rating protocols (*Exemplary* in South Carolina). Mentor teachers may be relieved of some of their teaching duties, as a result of additional responsibilities. **Project Support:** In addition, an **Administrative Assistant** (1.0 FTE) will coordinate day-to-day activity, providing planning, logistics, fiscal, implementation, technology and evaluation support to the Project Director.

(6) Timeline: Coordination of *V-NET* by grant managers will ensure delivery of high-quality services in accordance with an extensive Timeline and Logic Model. Grant managers, Advisory Board and evaluators will monitor progress, ensure fidelity with design and assess milestones.

<i>V-NET</i>: Implementation Timeline and Responsible Parties KEY				
October 1, 2020 - September 30, 2025 (Five Year Project)				
Responsible Party: VC (Voorhees College); AB (Advisory Board); PD (Project Director); Principal Investigator (PI); VF (<i>V-NET</i> Fellows); IT (Instructional Team); ET (Evaluation Team); IST (Instructional Science Teams); RST (Replication Support Team); PSD (Partner School Districts); VC (Virtual Coaches); Mentor Teachers (MT)				
<i>V-NET</i> Grant Administrative Activities				
Implementation Activity	Responsible Party	Implementation Timeline / Milestones		
		Year 1	Year 2	Year 3-5
• <i>V-NET</i> Advisory Board Meetings	PD,VF,IT	Quarterly	Quarterly	Quarterly
• Evaluation Progress Monitoring/Conferencing	ET,PD,PI	Monthly	Monthly	Monthly
• Outcome Data: Collect/Analyze/Monitor/Adjust	ET,PI	Ongoing	Ongoing	Ongoing
• <i>V-NET</i> Marketing / Recruitment of Fellows	PD,IT,VF	Ongoing	Ongoing	Ongoing
• Annual selection of <i>V-NET</i> cohort	PD,IT	Nov 2020	Nov 2021	Nov 2022-24
• Launch Virtual Coaching / Mentoring / PLCs	VC,PD	Nov 2020	Nov 2021	Nov 2022-24
• Evaluation Site Visits and Monitoring	ET,PD	Ongoing	Ongoing	Ongoing
• Annual Performance Reporting	ET,PD,IT,CP	May 2021	May 2022	May 2023-25
• Annual Baseline Data Collection	ET,PD,IT,CP	October 2020	August 2021	Aug 2022-24
• Final Performance Report	ET,PD,IT,CP	-	-	Dec 2025
<i>V-NET</i> Framework - Cohort Implementation Timeline				
<i>V-NET</i> Procedures				
Implementation Activity	Responsible Party	Implementation Timeline / Milestones		
		Cohort 1	Cohort 2	Cohort 3
• Establish annual Fellow application process	AB,PD,CP	May 2021	May 2022	Sep 2023
• Recruit and select <i>V-NET</i> Fellows	PD,IT	Jan-April 2021	Jan-April 2022	Jul-Sep 22
• Complete annual Fellow enrollment agreement	PD,VF	May 2021	May 2022	Sep 2022
• Distribute 12-month Fellow living stipends	PD,VC,VF	Aug–Jul 21-22	Aug–Jul 22-23	Aug–Jul 22-23
• Confer Alternative Certification by SC ED	PD,VC,VF	July 2022	July 2023	July 2023
• Confer teacher endorsements / credentials	PD,VC,VF	July 2022	July 2023	July 2023
• Place Fellows in district teaching positions	PD,VC,PSD	Aug 2022	Aug 2023	Aug 2023
• Monitor compliance w/ 3-yr service agreement	VC,PD,VF	Annual 22-25	Annual 23-26	Annual 23-26
Strategy 1 – Coursework/ Micro-Credentials / Teacher Residency				
Implementation Activity	Responsible Party	Implementation Timeline / Milestones		
		Cohort 1	Cohort 2	Cohort 3
• Assemble annual Instructional Team	AB,PD, VC	October 2020	October 2020	Oct 2021-23
• Finalize annual Course Curriculum	PD,CP,IT	Oct-Dec 2020	Oct-Dec 2020	Oct-Dec 21-23
• Finalize annual Micro-Credential Curriculum	PD,CP,IT	Oct-Dec 2020	Oct-Dec 2020	Oct-Dec 21-23
• Offer Course instruction	PD,CP,IT,VF	Jan-Jul 2020	Jan-Jul 2021	Jan-Jul 22-23

• Offer Micro-Credential course instruction	PD,CP,IT,VF	Aug-Jun 21-22	Aug-Jun 22-23	Aug-Jun 22-23
• Conduct Improvement Science Induction	PD,CP,IT,VF	Aug 2021	Aug 2022	Dec 2022
• Rotate SY quarterly Instructional Rounds	PD,PD,MT,VF	21-22 SY	22-23 SY	22-23 SY
• Complete SY Credential Colloquia	PD,IT,CP,VF	21-22 SY	22-23 SY	22-23 SY
• Conduct Fellow rubric instructional assessment	PD,CP,MT	April 2022	April 2023	Sep 2023
• Launch / maintain Fellow portfolios	PD,CP,MT,VF	21-22 SY	22-23 SY	22-23 SY
• Complete annual Fellow White Papers	PD,IT,VF	June 2022	June 2023	Sep 2023
• Conduct week Degree Finale Intensive	PD,CP,IT,VF	June 2022	June 2023	Dec 2023
Strategy 2 – Virtual Improvement Supports				
Implementation Activity	Responsible Party	Implementation Timeline / Milestones		
		Cohort 1	Cohort 2	Cohort 3
• Offer ongoing School Year virtual coaching	PD,CP,VC,VF	Monthly	Monthly	Monthly
• Conduct baseline instructional observation	PD,CP,MT	Sep 2021	Sep 2022	Sep 2022
• Conduct mid-term instructional observation	PD,CP,MT	Jan 2022	Jan 2023	Jan 2023
• Conduct final instructional observation	PD,CP,MT	May 2022	May 2023	Oct 2023
Strategy 3 – Replication and Scaled Impact				
Implementation Activity	Responsible Party	Implementation Timeline / Milestones		
		Cohort 1	Cohort 2	Cohort 3
• Establish Replication Support Team	PD,AB	May 2021	Ongoing	Ongoing
• Launch Educator Excellence Platform	RST	December 2021	Ongoing	Ongoing
• Form Instructional Excellence Clearinghouse	RST	December 2021	Ongoing	Ongoing
• Publish annual White Papers	RST	January 2022	Ongoing	Ongoing

(ii) Commitment of each partner in implementation / success of project. Voorhees College will partner with six public school districts to implement *V-NET*: Allendale, Bamberg 2, Barnwell 19, Colleton, Hampton 1 and Jasper. To demonstrate support, each partner school district will offer significant resources and future match that will support the thorough, efficient and successful implementation of the five-year grant project. District match will boost likely success of the project by supporting Federal funds with district resources to provide aspiring educators with the supports needed to enhance elementary and secondary education achievement for high-needs students. Partner school district commitment includes current personnel and programs funded from district budgets: (1) Leadership from *V-NET* building principals, coaches and mentor teachers will provide valuable supports needed by aspiring and novice teachers as they serve their Teacher Residencies; (2) supplementary reading and math programs for struggling readers (to be expanded to serve additional students) will support efforts to close academic achievement gaps; (3) existing Lead Science / Math /

Literacy Specialists will expand roles to assist aspiring and novice teachers / students as they integrate new learning experiences into classroom activities; (4) extensive facilities will provide venues for school-day, afterschool, weekend and summer programs; (5) technology resources will increase student and teacher technology competencies; (6) fiscal management expertise from a seasoned finance department will support efficient expenditure of grant funds; (7) valuable administrator, teacher and support staff time provided, in-kind, will enhance *V-NET* efforts and (8) three years of new teacher induction support per existing district strategies. Further, *V-NET* funds will support employment of grant personnel who will manage implementation as well as build district and community capacity to sustain program elements by strengthening partnerships and establishing supportive community linkages. The *V-NET* Principal Investigator will lead the creation of a Sustainability Committee comprised of diverse stakeholders – Voorhees College and University of South Carolina professors and partner school district educators and administrators – that establishes and maintains a mechanism to sustain replicable components, activities and learning experiences for educators and students beyond the grant period to expand positive impact of the program.