

**Center for Strategic Leadership and Organizational Coherence**

**501(c)(3) national non-profit organization,**

**applicant and fiscal agent**

**proposes:**

***LIFT – Leaders Investing in Future Teachers!***

**Project Narrative**

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**ABSOLUTE PRIORITY 3: Partnership Grants for the Development of Leadership Programs in Conjunction With the Preparation of Teachers Under Absolute Priority 1.**

**The Center for Strategic Leadership and Organizational Coherence (CSLOC)** – a national 501(c)(3) nonprofit with a proven track record of raising student achievement and improving educational outcomes for students, applicant and fiscal agent – in partnership with the Oakland University College of Arts and Sciences (housing the OU Departments of Science and Mathematics); the Oakland University School of Education and Human Services (an IHE College of Education and teacher and school leader preparation program); the Oakland University Center for Eradicating Racism (Oakland University initiative committed to diversity, equity and inclusion in K-12 education); The Center of Excellence for Educator Preparation and Innovation at Voorhees University (a Historically Black College and University [HBCU] committed to diversifying the pipeline of highly effective teachers of color in K-12 education); In Demand, a local nonprofit that recruits men of color to enter the teaching profession; Detroit Public Schools Community District (LEA Partner); Mount Clemens Community Schools (LEA Partner); Hazel Park Schools (LEA Partner); and the Oakland University Educational Consortium of Charter Schools (LEA Partner), proposes *LIFT: Leaders Investing in Future Teachers!*, a Teacher Quality Partnership (TQP) grant to improve educator effectiveness and raise student achievement in some of the highest-needs schools in Michigan. *LIFT* is supported by strong evidence of effectiveness (per *What Works Clearinghouse* standards) and addresses **Absolute Priority 3** with innovative pathways to teaching and leading. This grant will support the recruitment, preparation, placement and on-boarding of a diverse pipeline of highly effective teachers and school leaders who will be equipped to demonstrate the following competencies: 1) delivering and assessing effective instruction; 2) utilizing and providing critical feedback for continuous improvement; 3) developing the tools to effectively use a data-informed approach to continuous improvement in both instruction and school-wide transformation; 4) fostering the social emotional intelligence to create a culture of belonging in classrooms and in schools where every student feels seen, heard and validated and every educator feels empowered; 5) cultivating an equity lens that advocates for social justice in the classroom, and in schools evidenced by culturally-responsive teaching and trauma-informed practices; 6) using the tenets of improvement and implementation science as a mode of inquiry to train new teachers and instructional leaders; and 7) fostering a growth mindset by utilizing differentiated instruction and adaptive leadership. The goal for CSLOC, in collaboration with our partners, is to develop a system of support from recruitment to on-boarding of new teachers and school leaders that prepares our Fellows to become highly effective in their

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practice. CSL●C will collaborate with our LEAs to design and build capacity across our partner districts and charter consortium to implement a “Grow Your ●wn Program” that cultivates a pipeline of diverse candidates to meet the demands of the shortages of teachers and school leaders of color. CSL●C advocates that it is critical that such a system must provide stakeholders with the tools and learning needed to demonstrate the competencies to not only raise, but also sustain significant improvements in student learning, growth and achievement and foster an environment of belonging where deep learning occurs daily.

#### **Competitive Preference Priority 1— Increasing Educator Diversity.**

**The Partnership.** For more than 30 years, the practitioner-scholars at CSL●C have led transformation initiatives which have significantly closed achievement gaps in schools and districts that historically have not received an equitable investment of funding, resources and staffing throughout the nation. ●ur commitment is two-fold: 1) build the capacity through an investment in human capital to foster deep learning in schools; and 2) create the coaching, mentoring and onboarding wraparound supports needed to positively maximize the efficacy of teachers and instructional leaders to accelerate results in student learning, growth and achievement. We recognize that a contributing factor in accelerating large-scale school and district transformation in many historically-underserved schools, is that all students must have access to a diverse cadre of accomplished and highly effective teachers and instructional leaders. While our partnerships are robust, this is not an unsynchronized hodgepodge of players coming together to serve schools. Quite the contrary, this is an intentional and targeted initiative aimed at accelerating the path of continuous improvement for schools by creating a diverse pipeline of teachers and school leaders who are both equipped and committed to transforming the lives of students, who by virtue of their demography, attend schools where resources have been historically divested. ●ur intention is to implement a competency-based approach in training that demonstrates – emphatically – that academic underperformance is no match for a team of highly competent, skilled and effective teachers and school leaders. ●ne of the core beliefs at CSL●C is that there is formidable power in collaboration and conveying. CSL●C asserts that “isolation is the death of ingenuity and continuous improvement.” ●rganizations and systems can only go “*further faster*” when they can collectively learn together both across their own organizations, while, concomitantly, also learning alongside stakeholders from external organizations who have similar problems of practice. As CSL●C continues to delve deeper into its work of building systemic capacity and advancing diversity, equity and inclusion, the organization has broadened its partnership to include thought leaders both from the ●akland University Center for Eradicating Racism (“●UCER”) and The Center of Excellence for Educator

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Preparation and Innovation at Voorhees University (CEEPI). OUCER recently reported in one of its précis papers that “Far too many people view education as *the great equalizer*. However, the reality is that education can only act as the great equalizer if it is founded in a place of equity.” OUCER asserts that historically, K-12 education and schooling in the U.S. has not been built on equitable practices, and instead has functioned as a place of sorting and labeling through consistent practices of systemic and institutional racism. Towards that end, professors at OUCER have been instrumental in shaping and redesigning the programs in teacher and school leader preparation programs at the Oakland University School of Education and Human Services and the Oakland University College of Arts and Sciences. Both the teacher and school leader preparation programs not only have an emphasis on tools to accelerate learning, growth and achievement, but there is a deep dive into the tenets of social justice, equity, and social emotional learning. Similarly, CEEPI, a Center on the campus of an innovative Historically Black College and University, has provided invaluable expertise, insight and scholarship in differentiation, social emotional learning and culturally-responsive pedagogy. CEEPI will work with OUCER to provide competency-based micro-credentials to our teacher candidates (Social Emotional Learning, Equity and Culturally Responsive Pedagogy) and school leader candidates (SEL, Equity and Culturally Responsive Systemic Change).

In 2020, of the 619 candidates pursuing teacher certification at Oakland University, only 3% were students of color and only 8% of the students seeking licensure as an educational leader were candidates of color. In conveying and partnering with Voorhees and the Oakland University School of Education and Human Services and College of Arts and Sciences, CSLOC has worked to design, develop and create a culturally-responsive, equity-driven and data-informed, accelerated, alternative certification pathway which allows nontraditional candidates (i.e. paraeducators, substitute teachers and mid-career changers) to be able to complete a Fifth Year (post-Bachelor) teacher certification in 16 months to meet the urgent demand for teachers in under-resourced schools in the Southeastern Michigan tri-county region of Wayne, Oakland and Macomb counties. Prior to this reform, the teacher certification process at Oakland University required 24 months of intensive study before candidates were fully certified. Oakland University has also designed an accelerated licensure program for school leaders which can be completed in 16 months. Both teacher and instructional leader accelerated programs will receive additional support through the utilization of a satellite campus that is centrally located in Southeastern Michigan that will provide greater access to coursework for *LIFT* participants and serve as an in-kind match for the grant program. The investment of federal dollars from the Teacher Quality Partnership grant will provide critical support for our potential Fellows as we seek

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to recruit the ready pool of diverse paraeducators, substitute teachers and nontraditional candidates who are working with students in our partner districts, as well as additional candidates external to those organizations.

CSLOC is also partnering with the nonprofit organization, In Demand. In Demand recruits men of color to serve as teachers in historically under-resourced schools in Southeastern Michigan. The organization has forged a movement entitled "I Am In Demand" which has become a rallying cry for professional men of color to see teaching as a driver to advance equity and restorative social justice. In Demand has hundreds of Black and Hispanic male volunteers who provide mentoring and assist underserved schools in improving literacy proficiency. In Demand has a ready pool of professional candidates who currently have obtained undergraduate degrees and are interested in becoming candidates for teacher certification.

**Competitive Priority 2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (certification / dual certification in shortage area).** CSLOC's immediate priority is to not only meet the urgent demand of preparing, certifying and placing teachers and school leaders in schools which have been historically underserved but to also diversify the pipeline of teachers and school leaders. As a part of CSLOC's pre-assessment and analysis for the potential implementation of the TOP grant, we have identified more than 150 paraeducators and substitute teachers, from diverse backgrounds, who currently have an undergraduate degree, have been rated "Highly Effective," currently serve in one of our partner LEAs and who could potentially be candidates for teacher certification. Each of our partner districts also has a pool of "Highly Effective" teachers of color who have demonstrated the competencies for leadership, who could potentially benefit from the Leadership Pathway. CSLOC will also partner with nonprofit organizations like In Demand; industry-specific professional organizations (i.e. National Association of Black/Hispanic --- Engineers; Geoscientists; Accountants; Social Workers; Journalists, etc.); Black Greek Organizations; the faith communities in Southeastern Michigan; and community advocacy organizations to recruit nontraditional candidates and mid-career changers into the teaching profession. In addition to teacher candidates who enter the profession as new teachers, CSLOC will partner with the Oakland University School of Education and Human Services to provide a certification pathway for teachers who are currently certified in another content area, but who wish to obtain dual certification in one of the following critical shortage areas in the state of Michigan: 1) special education [LD, EI, CI]; 2) secondary science; 3) secondary mathematics; 4) world languages; 5) computer science; 6) secondary communication arts; 7) bilingual education; or 8) teachers who seek a ZA endorsement for early childhood education.

**Competitive Priority 3: Meeting Student Social, Emotional, and Academic Needs.** Using the evidence-based conceptual framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), OUCER and CEEPI will design two competency-based micro-credentials - one specifically for teachers (Social-Emotional Learning (SEL), Equity, and Culturally Responsive Pedagogy) and one for leaders (SEL, Equity and Culturally Responsive Systemic Change). Fellows will access micro-credentials during their onboarding year. The core standards of SEL that CASEL addresses provide five broad and interrelated areas of competence: 1) self-awareness; 2) self-management; 3) social awareness; 4) relationship skills; and 5) responsible decision-making. The goal is to empower both new teachers and school leaders to apply the core standards of the CASEL 5 in classrooms and schools to create a sense of belonging, celebration and appreciation for students with multiple intelligences at various developmental stages from childhood to adulthood and across diverse cultural contexts. Ultimately, the extended learning opportunity of the SEL micro-credential will help our Fellows foster a developmental perspective and help them acquire a deeper understanding of how the social and emotional competencies can be expressed and enhanced at different ages from preschool through adulthood. Our goal is for our Fellows to develop an understanding of how students’ social, emotional, and cognitive developmental levels and age-appropriate tasks and challenges should inform the design of SEL standards, instruction, and assessment in classrooms and schools and the responsibility of each of them to create a classroom and school culture where every student can thrive social-emotionally and academically.

<b>Social Emotional Learning (SEL), Equity and Culturally Responsive Pedagogy Competency-Based Micro-credential for Teachers (4 graduate credits)</b>	
<b>Module I</b>	Introducing the CASEL 5 Framework: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making
	The Tenets of Creating A Culture of Belonging: Fostering an Inclusive, Supportive, Unbiased and Identify-safe Environment
	Radical Equity: Fostering a Culturally Responsive Culture Through Reflexive Praxis, High Expectations and Fostering Deeper Learning
	Inclusive Instructional Planning and Assessment
<b>Module II</b>	Designing Inclusive Learning Environments
	Enhancing Technology-Based Teaching and Learning
	Developing Plans and Setting Goals, Using Predictive Outcomes and Recommended Measures, to Improve Student Learning and Teacher Outcomes
	Implementing and Executing School / Classroom-Based Interventions for Targeted Learning
<b>SEL, Equity and Culturally Responsive Systemic Change Competency-Based Micro-credential for School Leaders (6 graduate school credits)</b>	
Thriving	<ul style="list-style-type: none"> <li>• Mines formative/summative data to assure all students have access to rigorous instruction.</li> </ul>

Ecosystem	<ul style="list-style-type: none"> <li>• Uses high-yield, evidence-based strategies to differentiate instruction and identify student indicators for mastery learning.</li> <li>• Uses “equity” lens and the tenets of improvement science to identify/deconstruct problems of practice (develop, test and refine solutions).</li> </ul>
Differentiated Instruction / Assessment	<ul style="list-style-type: none"> <li>• Promotes effective teaching across all grade levels and subjects.</li> <li>• Enhances technology-based teaching and learning.</li> <li>• Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning and teacher outcomes.</li> <li>• Implements and executes school / classroom-based interventions for targeted learning.</li> </ul>

**Competitive Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities.** Teachers and instructional leaders will have the opportunity for greater extended learning after they complete their SEL/Equity micro-credentials. Closing the Achievement Gap will help educators create and sustain environments that provide equal access to outstanding teaching and learning programs for all students and educators. Educators will learn to deconstruct barriers that impact equity and then turn to the challenge of closing achievement gaps that distinguish racial and socio-economic groups of students. The Progressive Credential is a stackable learning experience divided into two, three-month courses beginning with SEL / Equity as a prerequisite for enrollment in the Closing the Achievement Gap Credential:

<b>Stage 2: Closing the Achievement Gap Progressive Credential Components</b> <b>Progressive Micro-credential for Teachers and School Leaders; SEL / Equity Credential prerequisite)</b>	
Closing Achievement Gaps	<ul style="list-style-type: none"> <li>• Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student / teacher outcomes, look for predictive “on-track” indicators that lead to improved outcomes).</li> <li>• Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery using a 21<sup>st</sup> century skills and assessment conceptual framework.</li> <li>• Uses technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy.</li> <li>• Uses “lesson studies” to strengthen instructional delivery / collaboration / learning.</li> <li>• Designs observation / feedback tools for practitioner “peer review” from accomplished teachers to foster instructional excellence and create a culture of competency.</li> </ul>
Closing Equity Gaps	<ul style="list-style-type: none"> <li>• Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable K-12 curriculum and pathway to ensure career and college readiness for all students, especially those in underserved communities.</li> <li>• Creates competency-based tools to aid in closing equity gaps.</li> <li>• Explores ways to foster a culture of urgency within K-12 schools and districts to ensure that all students graduate with the requisite skills for postsecondary attainment.</li> </ul>
Assessment of Teaching and Learning	<ul style="list-style-type: none"> <li>• Creates innovative approaches to assess program effectiveness / measure student performance.</li> <li>• Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain the 21<sup>st</sup> learning skills using blended learning and computer technology.</li> </ul>

In addition to a curriculum focus on equity, *LIFT* will be managed across all services and activities to ensure equal access for educators, Fellows, students, parents and community partners regardless of actual or

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perceived gender, race, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age or other protected class. Ensuring equal access will promote equity and the Equity Committee of the Advisory Board will monitor equal access and respond to resolve issues of equity to protect access for all – educators, Fellows, students, parents and community stakeholders.

**Invitational Priority: Building Capacity and Sustainability: Grow Your Own Programming.** The ultimate goal of CSLOC is to accelerate systemic transformation, capacity building and organizational sustainability for each of our LEAs. Critical to CSLOC’s mission is to create tools for sustainability by strengthening Human Capital Management Systems (HCMS) in school districts. In an effort to create a “best-in-class” HCMS, having a diverse pipeline of candidates with the competencies to foster high levels of student engagement, raise and sustain high levels of student achievement and create a culture of belonging that also fosters rigorous instruction and high expectations is critical to school and district success. Working in collaboration with our partner districts and *LIFT* partners, CSLOC will develop a comprehensive plan for each of our districts to implement a “Grow Your Own” program that can be sustained beyond the scope of the grant. CSLOC will take the critical lessons learned through our recruitment, outreach, training, and onboarding of our Fellows and create a systemic conceptual framework and strategic plan for each district to assist district stakeholders with the recruitment, training, onboarding and retention of new candidates for their districts and/or networks. CSLOC will begin the process of implementing Stage I of the sustainability plan. Stage I will entail creating a database that each of our partner organizations will be able to fully access and utilize beyond the scope of the grant which contains contact information for all of the community, professional and nonprofit organizations that CSLOC will enlist for recruitment. Each of the community organizations will be able to create profiles of diverse candidates who are seeking initial teacher certification and who are committed to serving in one of our partner districts. Stage II of the implementation plan will be to work with each of the LEA’s HR Directors to develop a strategic recruitment and marketing strategy that fits the context of their district. CSLOC will also provide a comprehensive analysis which includes a 5-year projection of the potential human capital needs of the district; identify potential retirements and vacancies; and conduct a regression analysis to identify potential vulnerabilities and barriers to recruiting new candidates for potential openings. Stage III will be to collaborate with LEA HR Directors to design a district recruitment, induction, training / residency and an onboarding wrap-around system of supports to foster teacher and school leader efficacy.



## A. QUALITY OF PROJECT DESIGN

**LIFT PARTNERSHIP: SHARED CORE BELIEFS AND VALUES.** Each of the partners in this proposal believes the following absolutes about the urgent work we do on behalf of students:

**Our Core Values and Beliefs Guide and Inform our Work.** Our work, collectively, is driven by a set of shared core beliefs that inform the project design of our current, on-going, and future work that we will embark upon in leading school and district transformation. We believe, without refute, that the academic achievement of all students is both a moral and economic imperative for our country, and it is vital to ensuring that our children have the opportunity to realize their potential. Foremost, we believe that **“all students,” unequivocally, despite race, socioeconomics, or demography can achieve academically at high levels and that it is the responsibility of highly effective teachers and instructional leaders to ensure that each student is equipped with the tools needed to meet that challenge.** Cultivating a diverse pipeline of highly effective teachers and school leaders is critical to fostering an inclusive, supportive, equitable, unbiased and identity-safe culture that is evidenced by significant growth in student learning and achievement. This unique investment of TQP funding allows us to accelerate the recruitment of a pipeline of diverse educators who can meet the demand of filling vacancies in critical shortage areas and support sustainable continuous improvement efforts while facilitating and leading large-scale transformation.

**There is No Substitute for Exceptional Teaching.** Second, our partnership believes, bar none, that **great teaching is the single most important in-school factor for improving student learning and closing the achievement gap.** Academic research and evaluations of high-achieving underserved 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.

**Great Instructional Leadership Fosters Highly Effective Teaching.** Third, our partnership believes that **great instructional leadership is needed and necessary to promote and cultivate highly effective teaching and to advance and sustain school and district transformation.** Researchers concur that leadership actions account for as much as a quarter of a school’s impact on student achievement, in large part because of the actions leaders take to build a school-wide instructional culture and to ensure that students have access to effective teachers. Building a culture of competence that advances equity and belonging, coupled with empowering teachers to become efficacious in their practice so that every student has access to a highly effective teacher, are two of the most important responsibilities of instructional leaders.

**We Have the Tools to Intentionally Improve Teacher and Instructional Leader Efficacy.** Finally, the

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partnership believes that we can build capacity in teachers and school leaders to dramatically improve learning outcomes for all students. We strongly believe that using evidence-based training; mentoring and coaching; onboarding support; and competency-based micro-credentials to enhance embedded professional learning that we can empower educators to become highly effective in their practice. We believe in the tenets of improvement and implementation science to teach teachers and school leaders how to identify problems of practice, conduct root cause analysis, design a plan of action, examine the data, and course-correct while placing a significant focus on high-yield/high-impact strategies which foster equity in the learning process and are essential for continuous improvement.

**THE NEED.** Each of our school districts and/or charter network offers us a unique opportunity to support, learn, grow and foster greater insight into ways that we can support LEAs in recruiting, preparing, onboarding, and placing teachers and school leaders in schools and empowering each of these organizations to design programs which will “grow their own” highly effective talent pipelines. Each LEA is quite unique in size, scope and organizational structure. Our LEA partners represent three different counties throughout Southeastern Michigan. The largest is Detroit Public Schools Community District (DPSCD), which is also the largest school district in the state of Michigan and serves nearly 49,000 students in Wayne County. Hazel Park Schools (HPS) is a suburban district with a highly diverse student population, but not a highly diverse teaching population and serves 1,935 students in Oakland County. Mount Clemens Community Schools, in Macomb County, is a small suburban/rural district that serves 824 students who are predominantly students of color, but the district has struggled to find candidates of color to serve as teachers. Finally, The Oakland University Educational Charter Consortium authorizes seven schools in Wayne and Oakland County, MI (locations in Detroit, Hamtramck, and Madison Heights) which collectively serve 3,726 students. These charters serve a diverse student population, but struggle to find teachers of color. Each of our LEAs have different contexts, yet share the same challenge – an underrepresentation of teachers and school leaders of color in their schools. Michigan, like the rest of the nation, is experiencing a critical shortage of teachers. This shortage of candidates entering the education profession is further exacerbated when one considers the small number of candidates of color opting to serve in the teaching profession. The Detroit Children’s Fund (DCF), a philanthropic organization that provides research, resources, training and fellowships to new and veteran teachers reported in their recent 2021 policy report that:

- Between 2006 and 2016 the size of Michigan’s teacher workforce decreased by 16%.
- Michigan teachers are leaving the profession at a rate 9% higher than the national average.

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- 92% of Michigan teachers in Southeast MI are White, compared to 67% of the children they serve.
- Enrollment in teacher education programs in Michigan declined by a whopping 66% since 2009.

DCF also examines the findings of a Johns Hopkins study published by the National Bureau of Economic Research which reported that students who had at least one Black teacher by third grade were 13% more likely to enroll in college – and those who had two Black teachers were 32% more likely to go to college (Pappageorge, N., 2018). While it might stand to reason that for a Black student to have access to a Black teacher or school leader, it would have a positive impact, we should also not underestimate the positive impact for all students, regardless of race, to have access to a highly effective Black educator and school leader. In Michigan, in order to achieve the latter goal of all students having access to at least one Black teacher, students of color enrolled in teacher preparation programs would need to increase by more than 70%. As CSLOC has examined and assessed the human capital management systems in each LEA, we have discovered that each organization has a unique opportunity to grow its own talent and foster a culture of competence. All of the LEA's have a ready pool of paraeducators (many of whom have Bachelor degrees), who understand the context of their organization and the community; are well-respected by students and parents; and are committed to helping students thrive both social-emotionally and academically. These paraeducators, many of whom desire to become fully-certified, include a vast number of potential teaching candidates of color. CSLOC and The Oakland University Center for Eradicating Racism is partnering with In Demand, a grassroots nonprofit organization in Southeastern Michigan that recruits men of color to enter the teaching profession. The Oakland University School of Education and Human Services will provide a Fifth Year Certification Pathway that provides an accelerated route for teacher certification for mid-career changers and candidates from nontraditional backgrounds, as well as, an accelerated M.Ed. in Educational Leadership (both programs can be completed in 16 months).

**(i) Project demonstrates a rationale.** *LIFT* will build a network of support for educators to improve their practice and increase student achievement in high-need schools in three Michigan counties – Wayne, Oakland and Macomb. Our Planning Team of CSLOC, 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 and leader quality research and assessed the impact of evidence-based practices to inform how we will implement the *LIFT* 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 *LIFT* in strong theory (rationale) aligned to evidence of effectiveness.

**(1) Needs Assessment:** Implementation of *LIFT* will empower CSLOC 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. *LIFT* will produce up to 60 new Teachers and 40 new Leaders (100 Fellows in four cohorts), supported by top Instructional and Leadership Coaches, impacting thousands of high-need students (low-performing, high-poverty schools - see *Appendix* for schools/districts).

**Student Needs** - Partner school district demographics and achievement data, summarized below, demonstrate significant socioeconomic [free / reduced lunch rates average 84%] and academic [less than 1 in 10 students is proficient, on average, in ELA, Math or Science] need (all data from Michigan Department of Education School Report Cards, 2021; and U.S. Census Small Area Income/Poverty Estimates. The 2021 U.S. Poverty Rate, for under age 18 is: 12.5%. It is 12.6% for Michigan, and 37.9% for *LIFT* districts.

School District	Student Enrollment	% Minority	% Free/R Lunch	Grad Rate	ELA Proficient	Math Proficient	Science Proficient
Detroit Public	48,745	97.5%	82.0%	64.2%	13.0%	5.3%	2.6%
Hazel Park	1,935	54.2%	77.5%	78.5%	22.3%	8.4%	6.0%
Mt. Clemens	824	85.6%	90.7%	64.9%	9.2%	3.4%	1.7%
OU Charters	3,726	70.7%	85.7%	-	21.5%	6.8%	6.0%
<b>Totalst/ Averages</b>	<b>55,230</b>	<b>77.0%</b>	<b>84.0%</b>	<b>68.9%</b>	<b>16.5%</b>	<b>6.0%</b>	<b>4.1%</b>

*Michigan Department of Education, 2022 (graduation rates and test data 2021)*

**Educator Needs** - In addition to addressing significant student achievement challenges, *LIFT* reflects a shared need across partner public / charter school districts for increased equity and educator capacity as documented by comprehensive needs assessments (see *Appendix* for 2021 Michigan Teacher Shortage Study; also 2021 Trends in K-12 MI Teaching Workforce). Like many places throughout the country, Michigan K-12 education is greatly impacted by teacher shortages. This past school year (2021-2022), nearly 1,000 full-time Michigan teachers did not return to their positions (a 44% increase over the previous year). District surveys from the past two school years show that 30% of the first-year teachers hired for 2019–2020 are no longer teaching in any Michigan public school. Michigan districts reported 875 vacant teaching positions—a 16% increase compared to vacancies reported at the beginning of the previous school year.

<i>LIFT</i> School Districts	# of Teachers	% Black Teachers	% Black Students	2019-20 Turnover
Detroit Public School Community District	3,955	82.0%	82.0%	28.6%
Hazel Park Schools	200	3.9%	39.7%	25.8%
Mt. Clemens Community Schools	80	17.4%	66.8%	15.4%
OU Public Charter School Districts	231	30.6%	62.2%	25.4%
<b>Totals/ Averages (MDE 2022 data)</b>	<b>4,466</b>	<b>33.5%</b>	<b>62.7%</b>	<b>22.7%</b>

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Teacher turnover rates in *LIFT* participating schools are as high as 36% at DPSCS, with an average turnover of 22.7%. *Equity*: There is a 29.2 point gap in our proposed *LIFT* schools between the percentage of black students and the percentage of teachers who look like them. The number of Michigan students who completed a teacher education program has declined by 66% since 2009, significantly reducing the state's pipeline of new teachers. 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 2021-22 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, districts are compelled to explore creative proposals featuring alternative solutions like *LIFT*. Our approach demonstrates the alignment of needs, gaps and weaknesses identified by the Planning Team:

<b><i>LIFT</i> Needs</b>	<b><i>LIFT</i> Strategies</b>
<b>Need 1:</b> Schools lack pipeline of well-trained, minority educators prepared to teach and lead.	<ul style="list-style-type: none"><li>• CSLOC will offer strategies for improvement anchored in science and equity - designed to increase new and existing educator effectiveness in partner public and charter school districts located throughout three counties in Michigan– Wayne, Oakland and Macomb.</li><li>• CSLOC is uniquely positioned to expand the pool of highly effective educators from under-represented groups to increase equity in learning in partner schools / districts.</li></ul>
<b>Need 2:</b> Educators need expertise in critical 21 <sup>st</sup> Century teaching skills.	<ul style="list-style-type: none"><li>• <i>LIFT</i> will provide educators with rigorous, innovative and relevant Coursework, Teaching Certification/Licensure and an SEL / Equity / Culturally Responsive Pedagogy Micro-Credential (teachers) and an SEL /tEquity / Culturally Responsive Systemic Change Micro-Credential (leaders) – to develop vital skills that increase alignment of K–12 education to 21<sup>st</sup> Century career / post-secondary skills students must master to succeed in school and life.</li></ul>
<b>Need 3:</b> Educators lack access to real-time professional learning designed to elevate efficacy and success.	<ul style="list-style-type: none"><li>• CSLOC and partners 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.</li></ul>

**Tiers of Priority:** Based on the terms of the *LIFT* Clinical Education Program, 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 and leaders will be placed in high-need schools based on availability of 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 with 50% Free/ Reduced Lunch%:** *LIFT* teachers and leaders will be placed

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in state-designated “F” schools with greater than 50% Free/Reduced Lunches, to the maximum extent possible, based on availability of positions.

- **Priority 2: “D” Schools with 50% Free/ Reduced Lunch %:** *LIFT* teachers and leaders not placed in Priority 1 schools will be assigned to state-designated “D” schools with greater than 50% Free/Reduced Lunches, to maximum extent possible, based on availability of positions.
- **Priority 3: “C” Schools in Danger of Slipping:** If number of annual *LIFT* teachers exceeds availability of positions in Priority 1 and 2 schools, teachers and leaders 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:

<b>Evidence of Support Study# 1: Professional Development and Coaching</b>	
<b>Citation</b>	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.
<b>WWCtRating</b>	<ul style="list-style-type: none"> <li>• Meets <i>What Works Clearinghouse</i> Standards Without Reservations</li> <li>• At Least One Statistically Significant Positive Finding</li> </ul>
<b>Process</b>	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.1
<b>Evidence</b>	<b>Strong Evidence of Support.</b>
<b>Citation Outcomes</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Relevance to Project</b>	<ul style="list-style-type: none"> <li>• <i>LIFT</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 SEL / Equity Micro-Credential for educators to improve competency and instructional practice that positively impact student achievement.</li> </ul>
<b>Evidence of Support Study# 2: Professional Learning</b>	
<b>Citation</b>	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.
<b>WWCtRating</b>	Meets <i>What Works Clearinghouse</i> design standards <b>Without Reservations.</b>
<b>ESSA Rating</b>	<b>Tier 1</b> – At Least One Finding Shows Strong Evidence of Effectiveness
<b>Process</b>	Single study review protocol.
<b>Evidence</b>	<b>Strong Evidence of Support.</b>
<b>Citation Outcomes</b>	<ul style="list-style-type: none"> <li>• Results of randomized control trial demonstrate that investments in professional learning improve educator/student achievement on content knowledge assessments.</li> </ul>
<b>Relevance to Project</b>	<ul style="list-style-type: none"> <li>• <i>LIFT</i> brings extensive professional learning designed to improve educator instructional practice and increase student academic achievement on content knowledge assessments.</li> </ul>

**(3) Strong Theory / Rationale:** The Planning Team collaborated to create a Logic Model that grounds *LIFT* in strong theory aligned to evidence of effectiveness. The *LIFT* 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 *LIFT*.

<b>LIFT LOGIC MODEL</b>						
<b>GOAL: To raise the academic achievement of high-need students by improving educator effectiveness.</b>						
<b>OBJECTIVES</b>	<b>INPUTS</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>SHORT-TERM OUTCOMES</b>	<b>MID-TERM OUTCOMES</b>	<b>LONG-TERM OUTCOMES</b>
<b>Objective 1</b> Improve academic achievement in high needs schools.  <b>Objective 2</b> Equip educators with the skills to promote 21 <sup>st</sup> Century Learning.  <b>Objective 3</b> Increase number of educators who attain advanced credentials.  <b>Objective 4</b> Increase the impact of <i>LIFT</i> through effective replication and scaled impact strategies.	Knowledge of Evidence-Based Strategies  TQP Grant Funding  CSLOC, Oakland University, Voorhees, In Demand Expertise / Resources  Expertise / Resources from Partnerships with Michigan Public and Charter School Districts  Expertise in Research, Methods, Evaluation by Evaluation Team	<b>PHASE 1: Coursework / Clinical ED for Non-Traditional Teaching Fellows</b> <ul style="list-style-type: none"> <li>Cohort Model</li> <li>Foundational Coursework</li> </ul> <b>PHASE 2: Virtual Improvement Supports</b> <ul style="list-style-type: none"> <li>Virtual Teams</li> <li>SIBME / SWIVL Technology</li> <li>Coaching</li> </ul> <b>PHASE 3:</b> <ul style="list-style-type: none"> <li>Onboarding</li> <li>Coaching</li> <li>SEL/Equity Micro-credentials</li> </ul> <b>PHASE 4: Replication (Scaled Impact) Strategies</b> <ul style="list-style-type: none"> <li>Instructional Excellence Clearinghouse</li> <li>Virtual Deeper Learning Networks</li> </ul>	<u>Exportable Michigan Teaching / Leadership Licenses / Certifications</u>  <u>Two exportable Micro-Credentials</u> <ul style="list-style-type: none"> <li>SEL / Equity (Teachers)</li> <li>Equity / Systemic Change (Leaders)</li> </ul> <u>Virtual Improvement Supports</u> <ul style="list-style-type: none"> <li>Stakeholder Support Teams</li> <li>Virtual Coaching by <i>Accomplished</i> Educators</li> </ul> <u>Two scalable strategies to grow 21st Century educators:</u> <ul style="list-style-type: none"> <li>Instructional Excellence Clearinghouse</li> <li>Virtual Deeper Learning PLC Networks</li> </ul> <u>Pipeline of highly-trained teachers and leaders to serve urban school districts in three Southeastern Michigan counties</u>	Enroll 60 non-traditional teaching Fellows and 40 non-traditional leader Fellows in <i>LIFT</i>  Provide <i>LIFT</i> educator training and supports, including skills assessment, competency-based credentials  Select schools based on Priority selection procedure  <i>LIFT</i> Educators will attain top <i>Exemplary</i> performance standards, utilizing MI Effectiveness Rubric  <i>LIFT</i> Framework will offer high-quality services and supports that meet educator needs	<i>LIFT</i> Educators will lead turnaround efforts in MI high-need schools  <i>LIFT</i> will reduce the number of schools designated as “F” and “D”  Students will meet or exceed statewide ELA, Math and Science proficiency standards  Implement a scalable / sustainable educator development program to prepare educators to address problems of practice	CSLOC will adapt micro-credentials to serve as stand-alone PD  OU will expand the number of credential options / themes aligned to teaching endorsements  Two scalable strategies will prepare educators to serve as 21 <sup>st</sup> Century instructional leaders in high-need classrooms and schools around the country  Partner districts will diversify educator preparation initiatives and disseminate effective practices to expand significance.

**(ii) Goals, objectives, outcomes clearly specified and measurable.** *LIFT* is grounded in evidence-based, peer-reviewed research designed to meet/exceed the following goal, objectives and outcomes:

<b>LIFT: Measurable Goal, Objectives and Outcomes</b>		
<b>GOAL</b>	<b>To raise the academic achievement of high-need students by improving educator effectiveness.</b>	
<b>Objective 1</b>	<b>Improve academic achievement in high-need schools.</b>	<b>Measures / Data Source</b>
Outcome 1.1	Increase ELA, Math and Science proficiency of students of <i>LIFT</i> teachers.	MI Assessment Scores
Outcome 1.2	Increase the high school graduation rates of students of <i>LIFT</i> teachers.	HS Graduation Rates
Outcome 1.3	Increase postsecondary enrollment rates of students of <i>LIFT</i> teachers.	PS Enrollment Rates
<b>Objective 2</b>	<b>Equip educators with skills to promote 21<sup>st</sup> Century Learning.</b>	<b>Measures / Data Source</b>
Outcome 2.1	Increase effectiveness rating of participating educators.	MI Rubric Rating
Outcome 2.2	Expand# educators completing SEL / Equity / Systemic Credentials	Completer Rates
<b>Objective 3</b>	<b>Increase number of educators who attain advanced certification.</b>	<b>Measures / Data Source</b>
Outcome 3.1	Launch and sustain Non-Traditional Certification Pathway that results in licensure / certification to teach in K-12 schools	Completer Rates
Outcome 3.2	Increase number of educators from traditionally-underrepresented groups who attain licensure / certifications.	Completer Rates
<b>Objective 4</b>	<b>Increase the impact of <i>LIFT</i> through effective replication and scaled impact strategies.</b>	<b>Measures / Data Source</b>
Outcome 4.1	Launch and sustain web-based Instructional Excellence Clearinghouse to disseminate <i>LIFT</i> best practices.	Clearinghouse Operational Dates
Outcomet4.2	Launch and sustain Virtual Deeper Learning Networks for Improvement	Web Portal Launch Date

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

*LIFT* is designed to provide four (4) annual cohorts of up to 25 non-traditional candidates each (100 candidates – average of 60 teachers and 40 leaders) from STEM fields and other needed competencies (literacy, special education, languages) with an accelerated pathway to becoming a classroom educator or a school leader in a high-need Michigan school. Four Phases will increase equity in K–12 learning and expand student access to high quality educators and programs:

<b><i>LIFT</i> Clinical Education Program Strategies</b>
<b>PHASE 1: Coursework for Teacher and School Leader Fellows</b>
Foundational Coursework; Student Teaching; Instructional and Leadership Coaching; Fellow Assessment
<b>PHASE 2: Competency-Based Micro-credentials for Teachers and Leaders</b>
Continued Coaching; Real Time Classroom Course Correction; Digital Portfolios
<b>PHASE 3: Coaching, Virtual Improvement Supports for Teacherst/ School Leaders</b>
Continued Coaching; Microcredentials; Real Time Classroom Course Correction; Digital Portfolios
<b>PHASE 4: Disseminating, Sustaining, Replicating and Scaling What Works</b>
Instructional Excellence Clearinghouse, Virtual Deeper Learning Networks for School Improvement

***LIFT* Strategies to Increase Equity and Expand Access.** CSLOC, Oakland University academic professors and researchers from: 1) Education, 2) Arts and Sciences, and 3) Equity Center, in thought partnership with Voorhees University’s Center of Excellence for Educator Preparation and Innovation propose two 16-month Clinical Education Programs (one for teachers, one for leaders) that link academic



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study and micro-credentials with licensure and / or certification leading to service in a high-need Michigan school. Fellows – non-traditional candidates who apply for and are admitted into *LIFT* – will complete Foundational Coursework and a stackable Micro-Credential in SEL / Equity / Culturally Responsive Pedagogy (teachers) or SEL / Equity / Culturally Responsive Systemic Change (leaders) leading to a Closing the Achievement Gap micro-credential. Combined, the Coursework and Micro-credentials will provide an opportunity for a fully-immersive, in-depth, experiential learning pathway embedded in highly-effective teacher / leader practice to acquire the efficacy needed to significantly differentiate and improve learning for all students. CSLOC proposes programming that aligns with Absolute Priority 3. The Leadership Program Pathway (Pathway A) and the Teacher Preparation Pathway (Pathway B) both are accelerated 16-month preparation programs created specifically for *LIFT*. Both programs provide rigorous, culturally relevant pedagogical practices which uphold the tenets of the National Equity Project Conceptual Framework and integrate the core propositions of the Collaborative for Academic, Social, and Emotional Learning (CASEL). Phase I of the initiative is the completion of foundational coursework toward the 16-month certification and licensure program. Phase II will include a competency-based microcredential (one for teachers, one for leaders) and coaching support which will begin in the second semester of their preparation program and assist the Fellow in integrating theory and praxis and provide pre-onboarding support in preparation for their new roles. In Phase III, Fellows will be onboarded into their new roles as teachers and leaders. During this Phase, Fellows will continue to receive coaching to ensure that they are able to demonstrate the competencies requisite for highly effective instructional delivery and school leadership. During their first year of service, Fellows will have access to additional competency-based micro-credentials that provide them with a deeper immersion into ways to advance equity and foster social emotional learning in classrooms and schools. In Phase IV, CSLOC will design support modules, a clearinghouse and virtual deeper learning networks so that the LEA will be equipped to continue to grow the competence of the Fellow throughout their first 3-5 years of teaching and instructional leadership.

**PHASE 1 - COURSEWORK:** *LIFT* Coursework is the foundation of our non-traditional educator preparation model. All *LIFT* Fellows will successfully complete foundational coursework as a requirement toward licensure or certification. Coursework is comprised of classes that teach aspiring educators critical skills and build content knowledge prior to engaging in the SEL / Equity / Culturally Responsive micro-credential. 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

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modules are completed in conjunction with a Clinical Education Program and monthly colloquia designed to tackle and solve problems of practice, using the Improvement Science conceptual framework.

<b>Pathway A: School Leader Preparation</b>			
Credits	Course	Credits	Format
EL 5300	Introduction to Educational Leadership	4	Lecture
EL 5320	Staff and Curriculum Development	4	Lecture
EL 6300	Theories and Techniques of Leadership	4	Lecture
EL 5340	Law for Teachers and Administration	4	Hybrid
EL 6320	Equity in School Finance and Business Administration	4	Hybrid
EL 6955	Internship for School Leadership	2	Internship
EL 5360	Schools, Students, Educational Equity and Fostering a Culture of Belonging	4	Hybrid
EL 6956	Internship for School Leadership II	2	Internship
EL 6960	Culminating Master's Practicum	4	Thesis/Hybrid
		32	
<b>Pathway B: Teacher Pathway</b>			
Course Sequence: Special Education Certification for Initial and Dual Certification			
** Special Education Core Classes for each pathway (LD, EI, CI)			
Course	Course Title	Credits	Format
SE 6502	Legal Issues in Special Education**	4	Lecture
SE 6518	Instructional Behaviors and Environmentst**	4	Lecture
SE 6524	Assessment in Special Education **	4	Lecture
RDG 5210	Inquiry-Based Literacy Instruction**	4	Lecture
SE 6517	Language and Exceptional Children	4	Hybrid
SE 6532	Intro to Specific Learning Disability	4	Hybrid
SE 6533	Adv. Educational Procedures for Students with Specific Disability	4	Hybrid
SE 6961	Practicum/Student Teaching	4	Internship
		32	
<b>Course Sequence: Elementary (Full Course Sequence and Major)</b>			
Course	Course Title	Credits	Format
TD 5103	Managing Equity-Driven Classrooms for Diverse Learnerst**	3	Lecture
RDG 5202	Reading/Language Arts in the Content Areat**	4	Hybrid
SE 5500	Fostering Social-Emotional Learning and working with the Exceptional Learner **	2	Online
TD 5001	Equity Driven Design and Assessment **	4	Lecture
RDG 5203	Differentiated Instruction to Improve Literacy Proficiencyt**	4	Hybrid
TD 5260	STEM and Science Pedagogy Elem./Middle	4	Lecture
DLL 5035	Data-Informed Instructional Systems and Technology **	2	Online

TD 5320	STEM and Mathematics Pedagogy Elem./Middle	4	Lecture
TD 5270	Culturally Responsive Pedagogy **	4	Lecture
TD 5275	Teaching Social Studies Elem./Middle School	4	Lecture
TD 5950	Student Teaching	8	Internship
		43	
<b>Secondary**(Core Classes for Secondary Preparation).</b>			
Students will take content-specific pedagogy courses depending on their area of certification.			

**Clinical Education for Non-Traditional Teaching Fellows:** *LIFT* will provide aspiring teachers and leaders 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 coaches and extensive face-to-face and virtual coaching support. The *LIFT* Clinical Education Program includes:

- ***LIFT* Candidate Selection:** *LIFT* will provide pre-baccalaureate teacher and leader preparation or fifth-year initial licensing for up to 100 Fellows (average 60 teachers and 40 leaders) during the five-year grant period – a total of 25 aspiring educators per year x four (4) cohorts during the life of the grant. *LIFT* grant managers will market the program and recruit non-traditional candidates with degrees who are paraprofessionals and substitute teachers, along with mid-career changers in STEM subjects, Special Education, literacy, languages, etc. into classrooms. Aspiring educators motivated to improve their instructional competencies and earn a teaching degree will apply for admission into the program. 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, Languages – will be awarded priority access to the program. Applicants will be admitted into the *LIFT* program without regard to race, ethnicity, gender, age, disability, religion, sexual orientation, gender identity, socio-economic status or other protected class.
- **Enrollment Agreement:** Each *LIFT* Fellow admitted into the program will be required to fulfill the conditions of an enrollment agreement. Oakland University will provide participants who successfully complete the project, and all applicable State testing, certification and licensure requirements, with a Teaching degree. The incentives for participation are substantial, which should lead to a competitive selection process that allows *LIFT* to serve the best and brightest non-traditional candidates aspiring to launch a career in K–12 education.
- **Fellow Assessment:** *LIFT* Fellows will be subjected to rigorous assessment of skills, knowledge and effectiveness. Professors will utilize state-adopted educator evaluation tools to assess each Fellow, across

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the same performance domains used to measure the effectiveness of all educators per Michigan protocols. Professors will conduct independent assessments using validated tools to reduce evaluator bias and increase diversity of feedback provided to Fellows. Rubrics will align progress in the micro-credential course of study to the effectiveness standards Fellows must attain to meet professional performance expectations. *LIFT* professionals will supplement state rubric assessments with a proprietary teacher leadership assessment developed by CSLOC and Voorhees University to evaluate Fellow competency across core education domains, micro-credential content and 21<sup>st</sup> Century learning standards. Assessment will facilitate objective monitoring to inform Fellows of progress in earning teaching/ leadership licensure and/ or credentials.

- **Digital Portfolio:** Fellows will create individual, digital portfolios to aggregate products, lesson plans, observation results and assessment results. Portfolios will include materials that reflect micro-credential content so that Fellows may disseminate information to future colleagues in placement schools (upon completion of *LIFT* and employment in a high-needs school) to promote development of Virtual Deeper Learning Networks of Improvement that catalyze student growth and achievement. Professors and Coaches will review each portfolio and provide feedback that reflects professional growth outcomes and individual growth toward overcoming challenges related to problems of practice.

## PHASE 2 - COMPETENCY-BASED MICRO-CREDENTIALS AND COACHING

The micro-credentials are competency-based and are intended to be narrated and facilitated by an instructional or leadership coach. Fellows will demonstrate the core competencies in each of the key areas that are being assessed. Fellows will use virtual portfolios which will provide a portal for video and archival footage to demonstrate mastery of each of the core competencies. Video footage and written assessments will be assessed by the Voorhees and Oakland University team and returned to the Fellows to foster reflection, growth and efficacy. Teachers and instructional leaders will start each module with an online introduction to the core competencies being assessed in each module. The introduction will provide examples, interviews and video footage of teachers and instructional leaders who have demonstrated efficacy in each of the core areas. Students will also learn, through reflection, to self-assess their growth using a rubric that demonstrates practice from a novice along the continuum to becoming a practitioner who is exhibiting the competencies of an accomplished educator. In each introduction module, strategies will be shared with Fellows of how to elevate their practice using and incorporating these new competencies. The introduction of the core competencies will be followed by guided practice. During guided practice, the Fellows will co-plan with their coach to incorporate the strategies into their daily instructional or leadership. During guided practice

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students will also receive critical feedback from the coach. When the Fellow and the coach decide the Fellow has demonstrated efficacy in the core competencies, the Fellow will continue their journey by engaging in independent practice. As the student examines and reflects on their own growth, they will independently complete the virtual assessment and reflection and provide video footage chronicling their growth.

<b>Social Emotional Learning, Equity, and Culturally Responsive Pedagogy (For Teachers)</b> (3-month course of study leading to a credential and 6 graduate school credits)	
<b>MODULES</b>	<b>CORE COMPETENCIES</b>
Module I: SEL: Creating a Classroom Culture of Belonging	<ul style="list-style-type: none"> <li>• Introducing the CASEL 5 Framework: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making</li> <li>• The Tenets of Creating A Culture of Belonging: Fostering an Inclusive, Supportive, Unbiased and Identify-safe Environment</li> <li>• Radical Equity: Fostering a Culturally Responsive Culture Through Reflexive Praxis, High Expectations and Fostering Deeper Learning</li> <li>• Inclusive Instructional Planning and Assessment</li> </ul>
Module II: Equity: Differentiated Instruction and Assessment	<ul style="list-style-type: none"> <li>• Designing Inclusive Learning Environments</li> <li>• Enhances technology-based teaching and learning.</li> <li>• Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning and teacher outcomes.</li> <li>• Implements and executes school /classroom-based interventions for targeted learning.</li> </ul>
<b>Equity-Driven Practice</b> (3-month course of study leading to credential and 6 graduate school credits; SEL/Equity Credential prerequisite)	
Module III: Foster Deeper Learning Communities in the Classroom	<ul style="list-style-type: none"> <li>• Use the tenets of improvement science to solve problems of practice.</li> <li>• Foster deeper learning and elevate student engagement.</li> <li>• Utilize technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy.</li> <li>• .Advance equity through elevating student voice, discourse and engagement.</li> </ul>
Module IV: Culturally Responsive Pedagogy	<ul style="list-style-type: none"> <li>• Creates rigorous culturally responsive lessons and uses primary and secondary sources, as well as media that positively depicts a range of cultures.</li> <li>• Use problem-based learning scenarios that explicitly show the positive connections between the cultural ties of multiple groups.</li> <li>• Positively engage each student in the classroom.</li> <li>• Interview students and deliver lessons that relate to their interests / appeal to their strengths</li> </ul>
Module V: Assessment of Teaching and Learning	<ul style="list-style-type: none"> <li>• Incorporate project-based learning that assesses multiple intelligences and ways of demonstrating efficacy.</li> <li>• Apply “Critical Friends” protocol to examine student work and provide critical and substantive feedback to spark student growth.</li> </ul>

<b>SEL, Equity and Culturally Responsive Systemic Change (For School Leaders)</b> (3-month course of study leading to a credential and 6 graduate school credits)
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MODULES	CORE COMPETENICES
Thriving Ecosystem	<ul style="list-style-type: none"> <li>• Mines formative and summative data to assure all students have access to rigorous instruction.</li> <li>• Uses high-yield, evidence-based strategies to differentiate instruction and identify student indicators for mastery learning.</li> <li>• Uses “equity” lens and the tenets of improvement science identify/deconstruct problems of practice (develop, test, refine solutions).</li> </ul>
Differentiated Instruction and Assessment	<ul style="list-style-type: none"> <li>• Promotes effective teaching across all grade levels and subjects.</li> <li>• Enhances technology-based teaching and learning.</li> <li>• Develops plans and sets goals, using predictive outcomes and recommended measures, to improve student learning and teacher outcomes.</li> <li>• Implements and executes school / classroom-based interventions for targeted learning.</li> </ul>
<p align="center"><b>School-wide and Systemic Transformation</b> (3-month course of study leading to credential and 6 graduate school credits; Equity Credential prerequisite)</p>	
Closing Achievement Gaps	<ul style="list-style-type: none"> <li>• Conducts root-cause analysis (examine data to identify strengths / vulnerabilities in student / teacher outcomes, look for predictive “on-track” indicators that lead to improved outcomes).</li> <li>• Develops in students the skills, knowledge, attitudes and aptitudes that will enable them to demonstrate mastery using a 21<sup>st</sup> century skills and assessment conceptual framework.</li> <li>• Uses technology as a blended-learning tool to assist in differentiating instruction and accelerating individualized learning proficiency, especially in literacy and numeracy.</li> <li>• Uses “lesson studies” to strengthen instructional delivery / collaboration / learning.</li> <li>• Designs observation / feedback tools for practitioner “peer review” from accomplished teachers to foster instructional excellence and create a culture of competency.</li> </ul>
Closing Equity Gaps	<ul style="list-style-type: none"> <li>• Studies, designs and develops the tools to build an equitable, accessible, responsive and accountable K-12 curriculum and pathway to ensure career and college readiness for all students, especially those in underserved communities.</li> <li>• Creates competency-based tools to aid in closing equity gaps.</li> <li>• Explores ways to foster a culture of urgency within K-12 schools and districts to ensure that all students graduate with the requisite skills for postsecondary attainment.</li> </ul>
Assessment of Teaching and Learning	<ul style="list-style-type: none"> <li>• Creates innovative approaches to assess effectiveness of programs/measuring student performance.</li> <li>• Provides targeted and differentiated interventions and assessments to create a pathway for all students to ascertain the 21<sup>st</sup> learning skills using blended learning and computer technology.</li> </ul>

**PHASE 3 - Coaching Model for On-Boarding Support.** The CSLOC framework incorporates 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 800 vacancies which remain unfilled each year in Michigan; our most urgent need instead, is to attract, retain, empower and grow the competence of new teachers who enter the profession, as well as retool existing teachers who are good and desire to be great,

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especially in Wlderserved areas where we have a moral imperative to educate all children to high levels. Our charge is to train educators who then come equipped with the skills to facilitate continuous improvement (recursively) in their classrooms and know how to effectively use high-yield strategies to close achievement gaps and raise achievement for all students.

<b>Onboarding and Building Capacity through Targeted Coaching Interventions to Improve Efficacy for TEACHERS</b>
<b>Coaching Outcomes for Teachers:</b> <ol style="list-style-type: none"><li>1. Set personalized learning goals established by the Teacher and the Coach to advance deeper learning, equity, and social-emotional learning.</li><li>2. Set personalized learning goal established by the Teacher and the Coach to adopt and implement the tenets of CASEL and the National Equity Project.</li><li>3. The Coach and Teacher meet weekly for goal-oriented coaching sessions.</li><li>4. Coaches will review a total of 8-10 snapshot videos, shared by the teacher, every 7-week improvement cycle. Coaches watch and assess these videos and provided time-stamped feedback pertaining to the teacher's goals.</li><li>5. Coaches will curate the use of the National Board for Professional Teaching Standards ATLAS compendium to examine tools for highly effective instruction.</li><li>6. Coaches share weekly reports with the teacher and teacher's supervisor. This works to provide all details of the week's focus, shared resources, and action plans for the next step.</li><li>7. Teachers will learn how to close achievement gaps using improvement science protocols, differentiated instruction and reciprocal teaching.</li></ol>
<b>Onboarding and Building Capacity through Targeted Coaching Interventions to Improve Efficacy for SCHOOL LEADERS</b>
<b>Coaching Outcomes for Instructional Leaders:</b> <ol style="list-style-type: none"><li>1. Set personalized learning goals established by the Instructional Leader and the Coach to adopt and implement tools to support effective classroom instruction and build a culture of belonging using the CASEL framework for social emotional learning.</li><li>2. Adopt and implement the tools to support an inclusive, supportive, equitable, Wlbiased and identify-safe environment that aligns with the tenets of the National Equity Project framework.</li><li>3. Learn how to effectively use the Michigan Teacher evaluation tool based on the Danielson Model to support teacher growth and development.</li><li>4. The Instructional Leader and the Coach will co-facilitate instructional worlds lesson studies to support embedded professional learning for teachers, as well as, support the continuous improvement of teacher efficacy.</li><li>5. Set SMART goals to measure, assess and accelerate teacher growth and development.</li><li>6. Develop the needed competencies to provide critical effective feedback to improve teacher efficacy and promote highly effective classroom practice.</li><li>7. School leaders will learn how to apply the tenets of improvement and implementation science to accelerate schoolwide continuous improvement.</li></ol>

**Instructional Coaches.** Each of the new teachers receiving coaching support during the onboarding year, their first year in their new role, will submit videos of their in-classroom instruction four times each month.

New teachers will engage in personal reflections and self-assessments, receive and incorporate weekly feedback from their CSL●C Instructional Coach, and co-teach bi-weekly with their coach, which allows ample opportunities for teacher growth and buy-in. “Success begets success,” so the best way to foster competence is by partnering teachers whose competence is “emerging” with those teachers who have demonstrated that they are “accomplished” teachers who have consistently raised student achievement over time. In this kind of partnership, real-time coaching becomes an opportunity for growth and building agency, instead of a lesson in frustration. Our goal is to create a culture where teachers are empowered with the skills and tools to adapt to the learning needs of their students, and are able to pivot and course-correct when faced with problems of practice. When confronted with a problem, we want our teachers to be able to ask: 1) *What problem(s) are we trying to solve?* 2) *What do we already know?* 3) *What do we need to know?* and 4) *What resources can we access to bridge this gap?* We believe these questions are pivotal in developing a growth mindset that equips teachers with the core competencies needed to modify and adapt their practice to meet the multifarious learning needs of all the students that they serve.

**Leadership Coaches.** CSL●C Leadership Coaches will work with intention to empower and assist instructional leaders with building the capacity to facilitate on-site to build a culture of belonging using the CASEL framework for social emotional learning and implement the tenets, protocols and framework, of the National Equity Project. Coaches assist instructional leaders in building the capacity to provide critical feedback to teachers to elevate their practice and empower with the tools to facilitate deeper learning in the classroom. One of the key functions of the coach, as well, will be to provide side-by-side collaborative coaching with instructional leaders to co-facilitate instructional rounds and use instructional rounds as a tool for embedded professional development where stakeholders in the professional learning community can learn from each other. The goal is to support the instructional leader in building a culture of competence where teacher effectiveness is no longer relegated to the isolation of single classrooms; instead, school leaders will be able to foster a positive contagion of highly effective practice within the school, setting the stage for building a culture of “shared competence.” One of the critical roles of the CSL●C Leadership Coach is to model and support instructional leaders in learning how to build an inclusive, supportive, unbiased and identity-safe environment where equity and belonging takes center stage as a driver of the school culture. As an intentional outgrowth of that culture, the CSL●C Leadership Coach will empower instructional leaders with the tools to develop the core competencies to maximize the efficacy of teachers; employ the adaptive leadership skills needed to place schools on a path of continuous improvement;



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equitably meet the learning needs of all students; and foster a culturally responsive environment where every student and teacher demonstrate the social-emotional intelligence needed to thrive and persist in their quest to achieve excellence academically and professionally.

**Virtual Improvement Supports.** *LIFT* 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. *LIFT* Fellows, during the course of their clinical education program, 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 strengths and opportunities for improvement that will promote accelerated mastery of critical teaching and learning competencies:

- **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 16-month clinical education 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 16-month program. Feedback will be provided to Fellows during debrief sessions and through observation reports embedded in each Fellow's *LIFT* digital portfolio. Mid-Term Observations will allow for course correction to ensure Fellows meet elevated competency and content knowledge standards upon completion of *LIFT* programming.
- **Final Observation of Practice/Feedback:** During the final month of school, prior to the completion of the 16-month clinical education 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.

**PHASE 4 - Disseminating, Sustaining, Replicating and Scaling What Works.** CSLOC and collaborating district partners will form a Replication Support Team (RST) to expand the reach of *LIFT*, 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:

<b><i>LIFT</i> Fellowship Framework</b>
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<p><b>PHASE 4: Disseminating, Sustaining, Replicating, Scaling</b></p>	<ul style="list-style-type: none"> <li>• Instructional Excellence Clearinghouse</li> </ul>
	<ul style="list-style-type: none"> <li>• Virtual Deeper Learning PLC Networks for School and District Improvement</li> </ul>

- **Launching Instructional Excellence Clearinghouse:** *LIFT* will launch and sustain an online Instructional Excellence Clearinghouse 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 that reflects 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 clinical education program and academic study.
  - **Building Virtual Deeper Learning Networks for School Improvement** – The final instructional component of *LIFT* will empower Fellows to create and sustain Virtual Networks for School Improvement in placement schools as they begin their professional careers as teachers and leaders. 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), *LIFT* will embrace a process of disciplined inquiry combined with the use of networks to identify, adapt, and successfully scale promising interventions in education. Led by *LIFT* Fellows who have completed grant programming, Virtual Deeper Learning Networks will promote continuous improvement, accelerate learning in key areas of education and expand the impact of *LIFT* beyond individual educator growth to catalyze systems change yielding lasting outcomes.
- (iv) Design Reflects Up-to-Date Knowledge from Research/ Effective Practice.** Offering non-traditional, alternative licensure and certifications resulting in Michigan teaching credentials to candidates with demonstrated expertise in Special Education, STEM, computer science and other majors in critical shortage areas – represents an exceptional approach to the priorities and intent of the *TQP* grant. Multi-layered *LIFT* is guided by: (1) Improvement Science; (2) Engaging Traditionally-Underrepresented Groups; (3) Advancing Equity in Education; and (4) The Clinical Education Model.
- **Improvement Science:** CSLOC 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: *LIFT* 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. CSLOC, in partnership with Oakland University, 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 Michigan – 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 low achievement. Given that reality in our *LIFT* districts and schools, 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 21<sup>st</sup> 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 Michigan; 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 *LIFT* 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 University, as an *HBCU*, is uniquely positioned to be our thought partner as we 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, Languages and Literacy. The overwhelming majority of Voorhees graduates are students of color (94% Black/ 99% non-white enrollment). By collaborating with CSLC and Oakland University on advanced credentialing and teaching certification and licensure, *LIFT* 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 Michigan schools and catalyze increased minority student interest, promoting their future college and career-readiness in the field.
- **Advancing Equity in Education:** *LIFT* 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, *LIFT* 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 skills 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 Clinical Education Model:** Most exemplary training programs utilize some kind of 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 outstanding teachers and coaches. *LIFT* Fellows will learn how to effectively lead instruction alongside a K-12 accomplished teacher, while receiving feedback and ongoing support from a National Board Certified virtual coach. As a cohort, *LIFT* Fellows will learn how to integrate the tenets of improvement science as they combine coursework with a clinical education experience. 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 learning model (combining coursework with micro-credentials with coaching to dissect and 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 coursework to their practice. What ultimately and uniquely sets this model apart from other models, is that a time for reflection is built into their coursework, when all students reconvene on campus to engage, using the improvement science framework protocols, coupled with data from coursework and 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.

**(v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.** The *LIFT* design plan includes (a) Feedback mechanisms; and (b) Strategies to promote continuous project improvement. **Feedback:** *LIFT* is designed to engage educators and solicit feedback to ensure diverse perspectives influence project quality and sufficient data is available to facilitate objective, external process and outcome evaluation:

Participants	<i>LIFT</i> Feedback Mechanisms
<b>Advisory Board</b> (Quarterly Meetings)	<ul style="list-style-type: none"> <li>• Convene quarterly meetings to monitor implementation and expenditures;</li> <li>• Review evaluation data to assess magnitude of results / significance of outcomes;</li> <li>• Review / update <i>LIFT</i> Timeline and Logic Model to facilitate project completion.</li> </ul>
<b>Project Director</b> (Monthly Progress Conference Calls)	<ul style="list-style-type: none"> <li>• Coordinate and attend quarterly Advisory Board meetings to guide progress;</li> <li>• Participate in monthly Evaluator progress monitoring conference calls;</li> <li>• Conduct quarterly enrollment / participation / achievement data review to monitor results compared to proposed goal, objectives and outcomes;</li> <li>• Share evaluation results with Advisory Board and stakeholders and solicit input.</li> </ul>
<b>Evaluation Team</b> EduShift, Inc. (10 hours per week)	<ul style="list-style-type: none"> <li>• Oversee qualitative and quantitative data collection efforts from participants;</li> <li>• Conduct quarterly enrollment / participation / achievement data review to monitor results compared to proposed goal, objectives, milestones and outcomes;</li> <li>• Conduct monthly progress monitoring conference calls with Project Director;</li> <li>• Conduct focus groups / site visits to ensure fidelity with Logic Model / Timeline.</li> </ul>
<b><i>LIFT</i> Instructional Team</b> (1 hour per week)	<ul style="list-style-type: none"> <li>• Deliver professional learning in specified endorsement / micro-credential courses of study;</li> <li>• Participate in site-based data collection efforts and complete evaluation tools;</li> <li>• Participate in Evaluator site visits / focus groups to provide operational feedback;</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete annual surveys to provide operational / project quality feedback.</li> </ul>
<b>LIFT Candidates</b> (assessments, surveys / focus groups)	<ul style="list-style-type: none"> <li>• Participate in effectiveness review protocols with university to generate program outcome data and personal achievement data;</li> <li>• Complete annual surveys to provide operational / project quality feedback;</li> <li>• Participate in Evaluator site visits / focus groups to provide operational feedback.</li> </ul>
<b>Improvement Science Faculty</b> surveys/focus groups	<ul style="list-style-type: none"> <li>• Serve as members of <i>LIFT</i> Advisory Board and attend quarterly meetings;</li> <li>• Complete annual surveys to provide operational / project quality feedback;</li> <li>• Participate in Evaluator site visits / focus groups to provide operational feedback.</li> </ul>

**Continuous Improvement:** Feedback will strengthen *LIFT* by providing project leadership the opportunity to make iterative improvements and corrections on a timely basis. If desired outcomes of the project are not observed, the Project Director will solicit additional feedback and suggest modifications to promote continuous improvement:

Participants	<i>LIFT</i> Continuous Improvement Strategies
<b>Advisory Board</b>	<ul style="list-style-type: none"> <li>• Engage diverse membership to ensure broad range of perspectives shape implementation.</li> <li>• Conduct outreach to strengthen supports for <i>LIFT</i>, increase scope of partnerships and resources.</li> <li>• Form Replication Support Team to disseminate best practices to the field of education.</li> <li>• Form <i>LIFT</i> Sustainability Committee to sustain programming beyond grant period.</li> </ul>
<b>Project Director</b>	<ul style="list-style-type: none"> <li>• Conduct outreach to strengthen supports for <i>LIFT</i>, enhance stakeholder awareness of <i>TQP</i>.</li> <li>• Seek input from Candidates on the quality / diversity of courses and gaps to improve <i>LIFT</i>.</li> <li>• Research effective practices that better meet changing needs of educators, students and families.</li> <li>• Review annual external evaluation plan and FORECAST Action Model to maintain high-level of evaluation integrity and valid data collection / analysis procedures.</li> <li>• Monitor recruitment / Candidate selection process to maximize quality of program participants.</li> <li>• Attend conferences to learn new strategies to expand virtual programming.</li> <li>• Review annual evaluation results to increase project alignment with needs, improve project.</li> <li>• Conduct scholarly research of outcomes to promote improvement and add to knowledge in field.</li> </ul>
<b>LIFT Instructional Team</b>	<ul style="list-style-type: none"> <li>• Nurture strong, supportive relationships with Fellows to gain trust of program participants.</li> <li>• Seek input from educators on the quality of credentials and alignment to problems of practice.</li> <li>• Complete annual analysis of surveys and feedback to strengthen course content / relevance.</li> </ul>
<b>LIFT Candidates/ Educators</b>	<ul style="list-style-type: none"> <li>• Complete end-of-course surveys to provide feedback to revise and improve micro-credentials.</li> <li>• Share impact of Virtual Network for Improvement to elevate quality of virtual supports.</li> <li>• Share experiences with colleagues to increase quantity/diversity of candidates for future cohorts.</li> <li>• Facilitate distribution / collection of evaluation tools to generate data to inform improvement.</li> </ul>
<b>Evaluation Team</b>	<ul style="list-style-type: none"> <li>• Complete annual evaluation to ensure objective data collection and analysis provides information needed to make data-driven decisions linked to desired outcomes (see <i>Evaluation</i>).</li> </ul>

**(vi) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.** The investment of resources from *LIFT* will empower the Center for Strategic Leadership and Organizational Coherence to use virtual, 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. *LIFT* funding will allow CSLOC and partners 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. *LIFT* 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. *LIFT* will support the continued, vital work of the partnership beyond the grant period:

- CSLOC and *LIFT* partners 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 *LIFT* 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.
- CSLOC and *LIFT* partners believe 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. *LIFT* 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 and Great Leadership. *LIFT* 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).
- Federal funding will promote innovation of current efforts across the *LIFT* partnership. *LIFT* will

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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. *LIFT* 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) CSLOC can develop a training model that helps in alleviating the teacher shortage in the state of Michigan by increasing the number of qualified candidates who enter the teaching profession, with an intentional focus on attracting paraprofessionals, substitute teachers, mid-career STEM and other professionals, as well as members of underrepresented minority groups; 2) CSLOC can create Teaching Endorsements and a Micro-Credential that meets 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 Oakland University an opportunity to pilot a clinical education program in the state of Michigan 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. *UFT* has the potential to revolutionize the way teachers are trained throughout the state/nation.

## **B. QUALITY OF PROJECT EVALUATION**

(i) **Evaluation will provide valid and reliable performance data on relevant outcomes.** The Center for Strategic Leadership and Organizational Coherence - a 501(c)(3) non-profit applicant and fiscal agent - will contract with EduShift, Inc. (ESI), a 22-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 *LIFT*. Project Leader and Senior Analyst, [REDACTED] 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. [REDACTED] 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, [REDACTED] and her team of professionals offer tremendous experience and expertise to *LIFT*. 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 *LIFT* Principal Investigator (see *Management Plan*) will provide evaluation oversight to ensure methods and processes facilitate objective evaluation of *LIFT* 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 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:

	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.
	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.
	Evaluators, project personnel and partners will implement assessment tools (observations, effectiveness rubrics, state content exams, surveys) aligned to <i>LIFT</i> strategies to collect data. Analysis will link statistical relationships to outcomes.
	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 *LIFT*, guided by the *FORECAST* Model, will help evaluators and grant personnel answer the following **RESEARCH QUESTION** (see below for Treatment/ Control group):

Do students of <i>LIFT</i> teachers academically outperform the students of traditionally-trained novice teachers?
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- **Design Meets *What Works Clearinghouse Standards*:** Evaluation will include Quasi-Experimental Design (*QED*) 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 students taught by *LIFT* Teachers in high-need participating schools compared to outcomes of students taught by non-*LIFT* novice teachers. *LIFT* is estimated to reach several thousand students enrolled in 3 urban school districts and 7 public charter school districts. 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 *LIFT* Fellows) who did not participate in *LIFT* 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 *LIFT*, 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

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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 *LIFT* 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 *LIFT* Logic Model 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)):

<b><i>LIFT</i> Goal, Objectives, Outcomes and Performance Indicators (10 / 1 / 2022 – 9 / 30 / 2027)</b>	
<b>GOAL: To raise the academic achievement of high-needs students by improving educator effectiveness.</b>	
<b>Performance Measure 1: Certification/Licensure.</b> 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.	
<b>Performance Measure 2: Shortage Area Certification.</b> The percentage of participating teachers fully certified in math/science, SPED, ELL and other identified teacher shortage areas where program graduates that attain initial certification/licensure by passing all necessary licensure/certification assessments within one year of program completion, if applicable to applicant or grantee's project.	
<b>Performance Measure 3: One-Year Persistence.</b> The percentage of program participants who were enrolled in the postsecondary program in the previous grant reporting period, who did not graduate, and persisted in the postsecondary program in the current grant reporting period.	
<b>Performance Measure 4: One-Year Employment Retention.</b> 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.	
<b>Performance Measure 5: Three-Year Employment Retention.</b> The percentage of program completers who were employed by the partner high-need LEA or ECE program for three consecutive years after initial employment.	
<b>Performance Measure 6: Student Learning.</b> 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 performance reporting).	
<b>Objective 1: Improve academic achievement in high-needs schools.</b>	
<b>Outcome 1.1:</b> Increase statewide ELA, Math and Science proficiency rates of students of <i>LIFT</i> Fellows.	
<b>Indicator 1.1a:</b> Increase % of students of <i>LIFT</i> Fellows who achieve proficiency on state ELA	MI Assessments

assessments a minimum of 10% by end of grant, 10/1/22 – 9/30/27.	
<b>Indicator 1.1b:</b> Increase % of students of <i>LIFT</i> Fellows who achieve proficiency on state Math assessments a minimum of 10% by end of grant, 10/1/22 – 9/30/27.	MI Assessments
<b>Indicator 1.1c:</b> Increase % of students of <i>LIFT</i> Fellows who achieve proficiency on state Science assessments a minimum of 10% by end of grant, 10/1/22 – 9/30/27.	MI Assessments
<b>Outcome 1.2:</b> Increase the high school graduation rates of students of <i>LIFT</i> Fellows.	
<b>Indicator 1.2:</b> Increase graduation rate of students of <i>LIFT</i> Fellows a minimum of 5% by end of grant, 10/1/22 – 9/30/27.	School Grad Rates
<b>Outcome 1.3:</b> Increase the postsecondary enrollment rates of students of <i>LIFT</i> Fellows.	
<b>Indicator 1.3:</b> Increase postsecondary enrollment rates of students of <i>LIFT</i> Fellows a minimum of 10% by end of grant, 10/1/22 – 9/30/27.	Postsecondary Enroll Rates
<b>Objective 2: Equip educators with the skills to promote 21<sup>st</sup> Century Learning.</b>	
<b>Outcome 2.1:</b> Increase effectiveness of participating educators.	
<b>Indicator 2.1:</b> A minimum of 75% of <i>LIFT</i> Fellows who complete <i>LIFT</i> programming will achieve highest educator effectiveness rating by end of grant, 9/30/27.	MI Rubric
<b>Outcome 2.2:</b> <i>LIFT</i> will expand number of educators implementing effective SEL / Equity strategies.	
<b>Indicator 2.2:</b> A minimum of 90% of <i>LIFT</i> Fellows will complete the SEL / Equity Microcredential each year of grant, 10/1/22t– 9/30/27.	Credential Completions
<b>Objective 3: Increase the number of educators who attain licensure and/ or certification.</b>	
<b>Outcome 3.1:</b> Launch and sustain Non-Traditional Certification Pathway that results in licensure / certification to teach in K-12 Michigan schools.	
<b>Indicator 3.1a:</b> Minimum of 90% of <i>LIFT</i> Fellows will attain state teacher certification each year of grant, 10/1/22 – 9/30/27.	State Certification
<b>Indicator 3.1b:</b> Minimum of 90% of <i>LIFT</i> Fellows will complete a minimum of three consecutive years of teaching in a high-needs school, 10/1/27 – beyond.	Fellow Employment
<b>Outcome 3.2:</b> Increase number of educators from traditionally-underrepresented groups who attain licensure / certifications.	
<b>Indicator 3.2a:</b> Increase % of <i>LIFT</i> Fellows from traditionally-underrepresented groups (men of color, women of color) who attain state teacher certification by 15% compared to annual Oakland University baseline certification attainment rates, 10/1/20 – 9/30/25.	State Certification
<b>Indicator 3.2b:</b> Minimum of 90% of <i>LIFT</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, 10/1/27 – beyond.	Fellow Employment
<b>Objective 4: Increase the impact of <i>LIFT</i> through effective replication and scaled impact strategies.</b>	
<b>Outcome 4.1:</b> Launch and sustain web-based Instructional Excellence Clearinghouse to disseminate best practices.	
<b>Indicator 4.1:</b> Minimum of 90% of <i>LIFT</i> Fellows who complete programming will contribute documents and expertise to the Instructional Excellence Clearinghouse, 10/1/22 – 9/30/27.	<i>LIFT</i> Documents / Artifacts
<b>Outcome 4.2:</b> Launch and sustain Virtual Networks for School Improvement to sustain, replicate and scale <i>LIFT</i> .	
<b>Indicator 4.2:</b> Virtual Deeper Learning Networks for School Improvement will be operational by Year 3 of grant project and beyond, 10/1/24t– 9/30/27.	Web-Portal Launch Date

Data collection / 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

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annual benchmarks for each year of project, facilitate comparison of results and ensure thorough evaluation of *LIFT*. 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 *LIFT* 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 *LIFT* Components to determine the magnitude of results and project effectiveness in meeting needs. Outcome evaluation will generate data assessing impact of *LIFT* 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 baseline data 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 and objectives.
- **Evaluation Tools Aligned to Objectives:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data: (1) Effectiveness Rubric: annual evaluation of *LIFT* 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

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enrollment rates compared to 2021-22 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: licensure / certification / 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*:

<b>TREATMENT GROUP</b> (n = 25 per year)	Students in <i>LIFT</i> educator classrooms from Priority 1, 2 and 3 schools (see <i>Project Design</i> ) in Detroit Public, Hazel Park, Mt. Clemens & seven (7) OU public charter school districts
<b>CONTROL GROUP</b> (n = 50 per year)	Students of matched non- <i>LIFT</i> educators from Priority 1, 2 and 3 schools in Detroit Public, Hazel Park, Mt. Clemens & seven (7) OU public charter school districts

- **Reporting:** The Principal Investigator will submit required Annual Performance Report to funding agency and share evaluator feedback and results with Advisory Board, stakeholders and the public via a *LIFT* 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. *LIFT* was designed by a collaborative Planning Task Force that combined the expertise of CSLOC, Oakland and Voorhees universities 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 *LIFT* Advisory Board (see *Management Plan*). As lead applicant, CSLOC will gather significant resources and match to expand the capacity and impact of *LIFT*. Partners have pledged match resources equal to 100% of requested Federal funds in accordance with grant program requirements. The adequacy of CSLOC (applicant organization) and partner resources supporting implementation of *LIFT* will include, but not be limited to, the following:

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- **Grant Management:** The Center for Strategic Leadership and Organizational Coherence provided administrative support during the planning of *LIFT* and will continue to provide administrative leadership facilitating efficient and timely implementation of the project. The CSLOC Office of Finance 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:** Oakland University will enrich *LIFT* with expertise that improves student access to education. The newly-retooled Clinical Education Program will draw from numerous departments (Education and Human Services, Arts and Sciences, Center for Eradicating Racism) 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 University's intellectual resources in The Center of Excellence for Educator Preparation and Innovation will serve as valuable assets for CSLOC, Oakland University and 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 Virtual 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 CSLOC and university partners.
- **Learning Resources:** *LIFT* 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:** CSLOC, Oakland University and Voorhees University maintain 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

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growth and development of new university programs through expandable capacity of systems. Technology resources will allow for the creation and growth of an Instructional Excellence Clearinghouse that will disseminate grant products beyond partner schools to benefit educators, students and the greater field of education. Virtual Deeper Learning Networks for School Improvement will connect multiple cohorts across not only the TQP grant, but TSL and SEED grants as well - to enrich communication and share solutions to problems among educators who are doing this important work.

- **Facilities:** Oakland University will expand aspiring educator access to academically-aligned facilities to promote thorough and timely implementation of *LIFT*. Facilities, including satellite facilities, provided in-kind as match, will enable Oakland and partner school districts to host workshops, expand academic enrichment programs and increase technology-based learning opportunities for novice educators serving low-income youth. Oakland University, established in 1957 by a generous donation by Alfred and Matilda Dodge Wilson, consists of their historic estate of 1,443 acres in Macomb County in the city of Rochester - about 30 miles northwest of Detroit (Wayne County), 20 miles northwest of Mount Clemens (Macomb County), Hazel Park (Oakland County) and most of OU's public charter school districts in Michigan.

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

- **Personnel and Fringe Benefits** – A Project Director, Pre-Service Clinical Education Program Manager 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 *LIFT* personnel and the CSLOC team will present findings to fellow grantees and the education community at large.
- **Supplies** – CSLOC will procure the supplies needed to successfully implement and operate *LIFT*, including curriculum materials, technology for the Fellows to facilitate assessment and evaluation, and the SWYVL application and hardware for virtual coaching.
- **Contractual** – CSLOC will work with Oakland University and Voorhees University to develop and deliver programming for alternative candidates with STEM or other critical need career experience



(Special Education, Literacy) that will include Foundational Coursework and Micro-Credentials in SEL / Equity / Culturally Responsive Pedagogy / Achievement Gaps. CSLOC will work with *LIFT* 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 *LIFT* Fellows complete a 16-month Clinical Education Program with an accomplished Instructional and Leadership Coach. A 22-year-old, experienced research and evaluation team will conduct process/outcome evaluation, using data/feedback to inform grant personnel so that course-correction will result in continuous improvement throughout the five-year grant project.

- **In-Service Training** – *LIFT* Teacher Fellows will receive training compensation for the 3-months they are student teaching to help with ongoing expenses while they acquire their teaching expertise.
- **Physical Infrastructure / Facilities** – CSLOC/partners/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** – CSLOC will contribute significant and ongoing administrative leadership and support during the grant period and beyond. CSLOC's administrative capacity is more than sufficient to meet the demands of managing a large federal discretionary grant.
- **Indirect Cost** – CSLOC does not yet have an indirect cost rate but is making application for one.
- **Matching Funds** – CSLOC, *LIFT* partners and participating school districts are contributing 100% of the match needed to successfully implement and operate *LIFT*, including in-kind personnel and fringe; facilities use and use of technology spaces and library collections.

(iii) **Costs reasonable in relation to objectives, design, and potential significance of project.** The investment of resources from *TQP* will empower CSLOC 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 CSLOC, Oakland and Voorhees to launch and refine a Virtual Deeper Learning 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:

- As the *LIFT* partnership continues to build virtual support structures and study and learn from the work that is emerging across the country, we 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 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.
- *TQP* funding will support ongoing efforts of all partners to implement and expand innovative strategies that increase 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 *LIFT* partnership. *LIFT* 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. *LIFT* 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) CSLC and Oakland can develop a training model that helps in alleviating the teacher shortage in the state of Michigan by increasing the number of qualified candidates who enter the teaching profession, with an intentional focus on attracting paraprofessionals, substitute teachers, mid-career professionals and members of underrepresented minority groups; 2) CSLC 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 SEL / Equity / Culturally Responsive Pedagogy / Closing Achievement Gaps 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 CSLC and Oakland University an opportunity to pilot a clinical education program in the state of Michigan which has the potential to become a “best in class” model for training new, non-traditional teachers and attracting STEM /

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Computer Science / Special Education / Literacy / Language professionals into the teaching profession.

*LIFT* 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.** CSLOC will efficiently manage

*TQP* funds to maximize the impact of limited grant resources. Upon completion of the five-year grant period, CSLOC 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 CSLOC and partners from developing and operating the program as described in the *Project Design*. With *TQP* funds, two unique pathways (leader and teacher) will be implemented in partnership with 3 public school districts and 7 public charter school districts in three participating Michigan 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 CSLOC to fund *LIFT* without federal assistance, sustainability efforts will allow the national non-profit to continue programming beyond the grant period, as coursework, the SEL / Equity and Culturally Responsive Pedagogy Micro-Credential for Teachers, the Equity and Culturally Responsive Systemic Change Micro-Credential for School Leaders, the Instructional Excellence Clearinghouse, and the Virtual Deeper Learning Networks for School Improvement will be fully operational. CSLOC is committed to helping participating 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 2022 *TQP* funding, the CSLOC President, *LIFT* Project Director, *LIFT* Pre-Service Clinical Education Program Manager and *LIFT* 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).

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| <ul style="list-style-type: none"><li>• <u><i>LIFT</i> Year 1 (2022-23)t– Launch <i>LIFT</i> with initial cohort of 25 Fellows (average 15 teachers, 10 leaders)t– Begin Phase 1: Foundational Coursework; Select Instructional Coaches / Leadership Coaches for Fellows. Launch and recruit <i>LIFT Sustainability Committee</i> to ensure stakeholders collaborate to prioritize sustainability of effective</u></li></ul> |
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strategies; Launch and recruit *LIFT Equity Committee* to ensure objective monitoring of equal access for all participants and increase equity in education; Train in *Improvement Science* and follow tenets to improve practice; Complete annual evaluation activities to promote continuous improvement.

- *LIFT Year 2 (2023-24)* – Continue *LIFT Fellow Clinical Education Program* in participating schools; Fellows complete coursework and micro-credential and receive Michigan 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.
- *LIFT Year 3 - 5 (2024-27)* – Continue *LIFT Fellow Clinical Education Program* in participating schools; Fellows complete coursework and micro-credential and receive Michigan 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 *LIFT 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; Seek additional funds to expand support.
- *Post-LIFT Plan (2027-beyond)* – Continue to monitor *LIFT* teacher progress and induction in participating districts through Virtual Networks; Convene virtually to address problems of practice; Grow cohort community to support new teachers; Seek funds to support efforts; Consolidate *LIFT* personnel duties to reduce continuation costs; Realign professional learning plan to include prioritized alternative options.

#### ***LIFT Multi-Year Financial Planning Procedure***

CSLOC and the *LIFT* Advisory Board will gather stakeholder feedback regarding all components of the *LIFT* alternative Clinical Education Program effort to develop a multi-year financial projection to sustain *LIFT*. Data regarding project and component impact is critical when projecting costs; CSLOC 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, CSLOC 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 CSLOC budget structure, planners will determine the level of granularity needed to support sustainability decision-making.
- **Assessment of variables that drive future revenues and expenses.** CSLOC 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.** CSLOC leaders/Finance Officers will support projections with tabular/graphical data to improve stakeholder understanding of funding projections.
- **Simulate and track changes.** CSLOC leaders/Finance Officers will catalogue scenarios and record changes to projected variables to generate multiple Financial Plan Projections adjusted for variation in assumptions.

CSLOC will use *LIFT* 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 *LIFT* Multi-Year Financial Plan is both reasonable and attainable.

**(b) District Support Plan:** CSLOC / partners will identify resources to sustain operation of *LIFT*:

- *Complementary Funding Sources:* District funds will sustain new teacher positions beyond the grant period and ensure high-quality delivery of STEM-specific / Special Education / Literacy / Languages content; Title funds will support professional development to ensure educators in our participating schools have access to district-wide professional learning initiatives.

- **Professional Learning:** CSLOC 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, CSLOC 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 support while adding credibility to *LIFT*, resulting in greater parental support for education. The capacity of CSLOC to initiate requested programs is beyond the reach of limited operating funds – assistance is needed to launch alternative educator programs that promise to yield results on a broader scale. Continuation strategies will sustain programs after initial funding support ends.

**(c) Diverse Stakeholder Contributions:** *LIFT* will be a collaborative effort linking non-profit, university, 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:

<b><i>LIFT</i>: Diverse Stakeholder Contributions</b>	
<b>Resource</b>	<b>Implementation Role/ Contribution</b>
<i>LIFT</i> Advisory Board	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<i>LIFT</i> School Advisory Boards	<ul style="list-style-type: none"> <li>• School Advisory Boards will meet quarterly to monitor progress at individual schools; collaborate with new <i>LIFT</i> Teachers, School Leaders and other school educators to enrich theme-based learning experiences; review evaluation data to promote continuous improvement.</li> <li>• School Advisory Boards will broaden perspectives guiding key program/education decisions.</li> <li>• Advisory Board will continue to provide guidance after grant period.</li> </ul>
Project Director / Program Manager	<ul style="list-style-type: none"> <li>• A full-time Project Director and Program Manager 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>LIFT</i> and compliance with federal mandates.</li> <li>• Districts will manage <i>LIFT</i> programs after grant.</li> </ul>
<i>LIFT</i> Fellows (teachers and	<ul style="list-style-type: none"> <li>• Alternative candidates in critical-need areas will be screened and chosen for passion, commitment and expertise. Fellows will complete Foundational Coursework, and SEL / Equity / Culturally Responsive Micro-credentials. Upon completion of <i>LIFT</i> programming and required MI protocols,</li> </ul>

leaders)	<p>Fellows will become licensed and certified Michigan teachers and school leaders.</p> <ul style="list-style-type: none"> <li>• <i>LIFT</i> teachers and school leaders will be hired to serve in participating schools, using a Tiers of Priority selection methodology, for a minimum of three years.</li> </ul>
Instructional and Leadership Coaches	<ul style="list-style-type: none"> <li>• Instructional and Leadership Coaches will guide new teachers and school leaders through district and local protocols and be a source for ideas and expertise.</li> <li>• CSLOC 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.</li> <li>• <i>LIFT</i> teachers will be sustained with district funds after grant period ends.</li> </ul>
Partner Resources	<ul style="list-style-type: none"> <li>• Local partners will enrich learning experiences to expand capacity and diversity of academic options and supports in each participating district.</li> <li>• Partnerships will be sustained and expanded through project period and beyond.</li> </ul>
District Resources	<ul style="list-style-type: none"> <li>• Partners will contribute vast resources in support of <i>LIFT</i>, including the pledge of a required 100% match; fiscal management and accounting services; administrative oversight of program; curricular support from professors and staff; physical facilities and maintenance; partner outreach to expand services; data management to support evaluation and improvement.</li> <li>• CSLOC will sustain and expand support to extent possible during project period and beyond.</li> </ul>
School Resources	<ul style="list-style-type: none"> <li>• <i>LIFT</i> schools will contribute extensive learning resources to promote achievement of <i>LIFT</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.</li> <li>• <i>LIFT</i> schools will sustain and expand support during project period and beyond.</li> </ul>

**(d) Sustainable Practices:** *LIFT* 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 *LIFT* schools meet the needs of teachers and students for years to come. Sustainability strategies include:

	<b><i>LIFT</i> Sustainability Strategies</b>
<b><i>LIFT</i> Teachers</b>	<ul style="list-style-type: none"> <li>• <i>LIFT</i> teachers will begin their careers in the classroom as academic leaders, trained in SEL, 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>LIFT</i> cohort to network and solve problems of practice.</li> </ul>
<b>Travel</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Virtual Resources</b>	<ul style="list-style-type: none"> <li>• Investment in technology is a startup expense of <i>LIFT</i>; ongoing costs for software and maintenance will be minimal, compared to the launch.</li> <li>• Investment in technology-based learning strategies reduces long-term expense of disposable education materials through use of digital learning tools.</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• Advisory Boards will ensure schools are linked to community partners whose resources enhance depth and capacity of academic options.</li> </ul>

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**(v) Commitment of each partner in implementation / success of project.** CSLOC will partner with three public school districts (Detroit Public, Hazel Park and Mt. Clemens) and seven public charter school districts (Caniff Liberty Academy, Detroit Academy of Arts & Sciences, Detroit Edison Public School Academy, Dove Academy of Detroit, Four Corners Montessori Academy, Universal Academy and Weston Preparatory Academy) to implement *LIFT*. 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 *LIFT* building principals, coaches and mentor teachers will provide valuable supports needed by aspiring and novice teachers as they do their student teaching; (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 *LIFT* efforts and (8) three years of new teacher induction support per existing district strategies. Further, *LIFT* 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 *LIFT* Principal Investigator will lead the creation of a Sustainability Committee comprised of diverse stakeholders – CSLOC and Oakland 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. CSLOC and university partners 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

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expertise, facilities and stakeholder support to sustain *LIFT* initiatives upon completion of the grant-funded project and well into the future.

#### **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:** CSLOC 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. *LIFT* will be administered to guarantee equal treatment of and equal opportunity for all participants. CSLOC and partners will fully comply with the equal access regulations outlined in the General Education Provisions Act section 427 (GEPA 427). **(2) Timely Implementation:** CSLOC will initiate *LIFT* immediately upon funding and will manage all grant activities in accordance with the *LIFT* Timeline (see below). Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the *LIFT* Logic Model (see *Project Design* and *Appendix*). Evaluators will develop a FORECAST Model of *LIFT* 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 CSLOC 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 CSLOC Finance Office will manage expenditures in accordance with U.S. Department of Education and State of Michigan 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 *LIFT* and sustain systemic changes initiated during the grant. **(4) Procedures:** Service coordination guided by management procedures will help CSLOC achieve the goal and objectives of *LIFT* on time and within budget:



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1. **Initiate Grant** – CSL●C will hire staff and brief project partners to launch *LIFT*;
2. **Convene Advisory Board** – the Planning Team will transition into the *LIFT* 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** – CSL●C 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** – CSL●C's 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 *LIFT* Timeline to ensure completion of all project elements;
7. **Implement Goods/Services Management Protocol** – CSL●C 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** – Grant administrators and Advisory Board members will initiate a sustainability plan, from award through end of grant, to sustain *LIFT* after federal funding.

(5) **Personnel:** Through strong management and clearly defined responsibilities for project personnel – Advisory Board; Project Director; Clinical ED Program Manager; Instructional Team, Coaches, Project Support – CSL●C will ensure the success and continued improvement of *LIFT*. **Advisory Board:** An Advisory Board – comprised of the Project Director, Pre-Service Clinical Education Program Manager, Principal Investigator, partner school district administrators and teachers and Oakland University 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 *LIFT*.

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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 *LIFT*. The AB will report outcomes and progress to increase transparency within communities the project is designed to serve.

**Project Director (PD):**• [REDACTED] will serve as Interim Project Director for *LIFT* until a full-time Project Director is hired. The PD will possess the following qualifications and will be responsible for the following duties (see *Appendix* for CV):

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

**Instructional Team (IT):** A team composed of Clinical ED Improvement Science Faculty and Instructional Leadership Coaches, the Pre-Service Clinical Education Program Manager and the President of CSLOC will facilitate an intensive 16-month Clinical Education Program 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 *LIFT* Fellows to improve teacher/leader effectiveness (see *Appendix* for resumes).

Instructional Team	Qualifications	Responsibilities
● [REDACTED]	Clinical Improvement Science and Leadership Coach, CSLOC	<ul style="list-style-type: none"> <li>• Co-develop, with PD/PM, all content for Clinical ED Program/Micro-credentials</li> <li>• Teach all Clinical ED Coursework and Micro-credentials</li> <li>• Participate in <i>LIFT</i> support strategies,</li> </ul>
● [REDACTED]	Dean, School of Education and Human Services, Oakland University	
[REDACTED]	Dean, College of Arts and Sciences,	

	Oakland University Executive Leadership Coordinator, OUCER, Oakland University	including feedback and coaching <ul style="list-style-type: none"> <li>• Review applicants / select annual cohort of <i>LIFT</i> Fellows (teachers and leaders)</li> <li>• Collaborate with PD to align feedback/coaching with content</li> <li>• Launch Excellence Clearinghouse</li> <li>• Support Virtual Deeper Learning Networks for Improvement</li> </ul>
	Executive Director, Center for Excellence in Educator Preparation and Innovation, Voorhees University	
	President, Center for Strategic Leadership and Organizational Coherence	

**Pre-Service Clinical Education Program Manager (PM):** The *LIFT* Clinical ED Program Manager (to be hired) will work directly with our higher education and district partners to ensure that *LIFT* Fellows successfully matriculate; complete the training process; and receive the ecosystem of support needed to develop the core competencies to become highly effective teachers and school leaders. The Program Manager will work with our partner organizations to recruit Fellows; provide support and technical assistance to Fellows; assist with placement and onboarding, post-certification and licensure; work with partner districts to ensure that Fellows are placed in roles that fill critical shortages identified in the grant.

**Instructional and Leadership Coaches (IC/ LC):** CSLOC grant managers, in collaboration with partner school districts, will select a team of Instructional and Leadership Coaches to serve as learning partners with *LIFT* Fellows. Coaches from all grade levels and instructional specialties (Reading, STEM subjects, Special Education Coaches) will provide daily guidance, support, coaching and leadership for *LIFT* Fellows as they complete Instructional Rounds during their teacher and leader clinical experience. IC and LC will provide induction support - following existing district strategies - upon placement of Fellows in district schools.

**Administrative Assistant** (1.0 FTE) will coordinate day-to-day activity, providing planning, logistics, fiscal, implementation, technology and evaluation support to the PD and PM.

A report by the National Council on Teacher Quality examined teacher preparation programs at 1,100 colleges and universities, rating 78 percent of them as mediocre or worse. Less than 5 percent of all programs earned three stars or more. In Michigan, NCTQ ranked teacher programs at Hope College and Oakland University as the best in the state.

**(6) Timeline:** The Timeline below summarizes the major components of *LIFT*, including acknowledgement of four Cohorts, one each year for Years 1-4, as well as Grant Administrative Activities and Cohort Implementation broken into the four Phases - Coursework, Micro-credentials, Virtual Improvements and Replication / Scaled Impact. Coordination of *LIFT* by grant managers will ensure delivery of high-quality services in accordance with a Timeline and Logic Model. Grant managers, Advisory Board and evaluators will monitor progress, ensure fidelity with design and assess milestones.

<b><i>LIFT: Implementation Timeline and Responsible Parties KEY</i></b>					
<b>October 1, 2022 - September 30, 2027 (Five Year Project)</b>					
<b>Responsible Party: Center for Strategic Leadership (CSL); Oakland University (OU); Voorhees Center (VC); Advisory Board (AB); Project Director (PD); Clinical ED Program Manager (PM); <i>LIFT</i> Fellows (LF); Instructional Team (IT); Instructional and Leadership Coaches (C); Evaluation Team (ET); Replication Support Team (RST); Partner School Districts (PSD)</b>					
<b><i>LIFT</i> Grant Administrative Activities</b>					
<b>Implementation Activity</b>	<b>Responsible Party</b>	<b>Implementation Timeline / Milestones</b>			
		<b>Year 1</b>	<b>Year2</b>	<b>Year3</b>	<b>Years 4-5</b>
• <i>LIFT</i> Advisory Board Meetings	PD,PM,IT,C	Quarterly	Quarterly	Quarterly	Quarterly
• Evaluation Progress Monitoring/Conferencing	ET,PD,PM	Monthly	Monthly	Monthly	Monthly
• Outcome Data: Collect/Analyze/Monitor/Adjust	ET,CSL,PD	Ongoing	Ongoing	Ongoing	Ongoing
• <i>LIFT</i> Marketing / Recruitment of Fellows	PD,PM,IT,C	Ongoing	Ongoing	Ongoing	Ongoing
• Annual selection of <i>LIFT</i> cohort	PD,PM,IT,C	Dec 2022	Nov 2023	Nov 2024	Nov 2025
• Launch Virtual Coaching / Deep Learning PLCs	CSL,IT,C,PD	Nov 2023	Nov 2024	Nov 2025	Nov 2026
• Evaluation Site Visits and Monitoring	ET,CSL,PD	Ongoing	Ongoing	Ongoing	Ongoing
• Annual Performance Reporting	ET,PD,IT,CP	May 2023	May 2024	May 2024	May 2025-26
• Annual Baseline Data Collection	ET,CSL,PD,IT	October 2022	August 2023	Augt2024	Aug 2025-26
• Final Performance Report	ET,CSL,PD,IT	-	-	-	Dec 2027
<b><i>LIFT</i> Framework - Cohort Implementation Timeline</b>					
<b><i>LIFT</i> Procedures</b>					
<b>Implementation Activity</b>	<b>Responsible Party</b>	<b>Implementation Timeline / Milestones</b>			
		<b>Cohort 1</b>	<b>Cohort 2</b>	<b>Cohort 3</b>	<b>Cohort 4</b>
• Establish annual Fellow application process	PD,PM,CSL,C	Oct-Nov 2022	Oct-Nov 2023	Oct-Nov 2024	Oct-Nov 2025
• Recruit and select <i>LIFT</i> Fellows	PD,PM	Dec 2022	Dec 2023	Dec 2024	Dec 2025
• Complete annual Fellow enrollment agreement	PD,LF	Jan 2023	Jan 2024	Jan 2025	Jan 2026
• Confer licensure / certification by MI Dept of ED	PD,OU,LF	Jul 2024	Jul 2025	Jul 2026**	Jul 2026**
• Confer teacher endorsements / credentials	PD,OU,LF	July 2024	July 2025	Jul 2026**	Jul 2026**
• Place Fellows in district teaching positions	PD,OU,PSD	Aug 2024	Aug 2025	Aug 2026**	Aug 2026**
• Monitor compliance w/ 3-yr service agreement	OU,PD,LF	Annual	Annual	Annual	Annual

<b>PHASE 1 – Coursework/ PHASE 2 - Micro-Credentials (During Onboarding Year)</b>					
<b>Implementation Activity</b>	<b>Responsible Party</b>	<b>Implementation Timeline / Milestones</b>			
		<b>Cohort 1</b>	<b>Cohort 2</b>	<b>Cohort 3**</b>	<b>Cohort 4**</b>
• Assemble annual Instructional Team	AB,PD,tOU	October 2022	October 2023	October 2024	October 2025
• Finalize annual Course Curriculum	PD,CP,IT	Oct-Dec 2022	Oct-Dec 2023	Oct-Dec 2024	Oct-Dec 2025
• Finalize Micro-Credential Curriculum	PD,CP,IT,VC	Oct-Dec 2022	Oct-Dec 2023	Oct-Dec 2024	Oct-Dec 2025
• Offer Foundational Course instruction	PD,CP,IT,LF	Jan-Jul '23-24	Jan-Jul '24-25	Jan-Jul '25-26	Jan-Jul '25-26
• Complete Improvement Science training	PD,CP,IT,LF	Aug 2024	Aug 2025	Aug2026	Aug 2026
• Offer Micro-Credential course instruction	PD,CP,IT,LF	Jan-July 23-24	Jan-July 24-25	Jan-Jul 25-26	Jan-Jul 25-26
• Conduct Fellow rubric assessment	PD,CP,C	April 2024	April 2025	April 2026	April 2026
• Launch / maintain Fellow digital portfolios	PD,CP,C	Jan-Dec 23-24	Jan-Dec 24-25	Jan-Dec 25-26	Jan-Dec 25-26
<b>PHASE 3 – Onboarding Supports</b>					
<b>Implementation Activity</b>	<b>Responsible Party</b>	<b>Implementation Timeline / Milestones</b>			
		<b>Cohort 1</b>	<b>Cohort 2</b>	<b>Cohort 3</b>	<b>Cohort 4</b>
• Offer ongoing School Year coaching	PD,CP,OU	Monthly '24-25	Monthly '25-26	Monthly '26-27	Monthly '26-27
• Conduct baseline core competency observation	PD,CP,C	Sep 2024	Sep 2025	Sep 2026	Sep 2026
• Conduct mid-term core competency observation	PD,CP,C	Jan 2025	Jan 2026	Jan 2027	Jan 2027
• Conduct final core competency observation	PD,CP,C	May 2025	May 2026	May 2027	May 2027
<b>PHASE 4 – Replication and Scaled Impact</b>					
<b>Implementation Activity</b>	<b>Responsible Party</b>	<b>Implementation Timeline / Milestones</b>			
		<b>Cohort 1</b>	<b>Cohort 2</b>	<b>Cohort 3</b>	<b>Cohort 4</b>
• Establish Replication and “Grow Your Own” Implementation Team	PD,PM,CSL	May 2023	Ongoing	Ongoing	Ongoing
• Form Instructional Excellence Clearinghouse	RST, IT,PD	December 23	Ongoing	Ongoing	Ongoing
• Launch Virtual Deeper Learning Networks	RST,CSL,IT	January 24	Ongoing	Ongoing	Ongoing

**\*\* Cohorts 3 and 4 will offered in coterminous cohort cycles to ensure that both cohorts receive a full 10 months of onboarding to build the core competencies needed to demonstrate highly-effective teacher/school leader efficacy.**

(ii) **The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Grant managers will solicit feedback from diverse stakeholders to promote continuous improvement of *LIFT* program strategies. Multiple procedures will be implemented throughout the grant period to generate feedback necessary to promote continuous project improvement / achievement:

- *LIFT* Fellows will complete annual surveys that assess their opinion regarding the quality, intensity, duration and content of the *LIFT* teacher and leader preparation program.
- Instructional and Leadership Coaches will complete annual surveys that assess their opinion of the quality of *LIFT* Fellows and their ability to provide high quality instruction.
- Administrators and classroom teachers will complete annual surveys to assess the potential of *LIFT* Fellows to fill upcoming teacher vacancies and meet rigorous instructional standards and expectations as accomplished or highly accomplished educators.
- Oakland University professors will complete quarterly Fellow assessments to monitor the learning progress and practical skills of Fellows; data will be reviewed to identify systemic weakness in the *LIFT* effort and course correct to promote improvement.
- Virtual Coaches will convene a bi-annual virtual round table discussion with the Project Director, Oakland University professors and experts from the Center for Strategic Leadership and Organizational Coherence and The Center of Excellence for Educator Preparation and Innovation at Voorhees University to discuss progress of Fellows and overall impact / efficacy of the teacher preparatory program, curriculum and micro-credentials – round table designed to stimulate critical discussions and thought partnership leading to refinement of foundational coursework, Micro-Credentials and Improvement Science Colloquia.
- Evaluators will collect and analyze project data to measure the impact of *LIFT* on student achievement and teacher quality indicators.
- The *LIFT* Advisory Board will meet quarterly to review implementation progress compared to the *LIFT* Timeline and Logic Model; review survey data to assess the impact of the program on diverse stakeholders and review evaluation data / reporting to identify project strengths and areas in need of refinement to better meet the *LIFT* goal and objectives.

Procedures to generate observational / qualitative and quantitative data needed to assess the strengths and weaknesses of *LIFT* will ensure a diversity of perspectives influence project implementation and promote continuous improvement of efforts.