

**U.S. Department of Education - EDCAPS  
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 07/12/2024 05:41 PM

## Technical Review Coversheet

Applicant: Cal Poly Corporation (S336S240027)

Reader #1: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	29
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	19
<b>Adequacy of Resources</b>		
1. Resources	30	29
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	97
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	2
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	3
<b>Competitive Preference Priority 3</b>		
1. CPP 3	2	2
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Sub Total</b>	11	9
<b>Invitational Priorities</b>		
<b>Invitational Priority 1</b>		
1. IP 1	0	0
<b>Invitational Priority 2</b>		
1. IP 2	0	0
<b>Sub Total</b>	0	0
<b>Total</b>	111	106

# Technical Review Form

Panel #7 - TQP Panel - 7: 84.336S

Reader #1: \*\*\*\*\*

Applicant: Cal Poly Corporation (S336S240027)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. A. Quality of Project Design (30 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project demonstrates a rationale. (5 pts) (Logic model must be present to get all 5 pts)

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 pts)

(iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. (5 pts)

(iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (5 pts)

(v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project. (5 pts)

(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. (5 pts)

#### Strengths:

i. The proposed project demonstrates a clear rationale. The applicant cites extensive data that indicates an overwhelming need for teachers in special education, PK, secondary math, and secondary science; low retention of teachers due to burnout and staffing shortages; teachers feeling underprepared for the classroom environment; co-teaching models; and professional development for social emotional learning, response to behavior, and disability awareness. (e26) The applicant provides a detailed logic model that clearly links the inputs and activities to outputs/products/participation, short-term outcomes, medium-term outcomes, and long-term outcomes. For example, the applicant will develop online course modalities that will be used to support an online educational leadership credential program that will increase the recruitment of potential teacher and school leader candidates from diverse backgrounds. (e26-31, e100)

ii. The applicant clearly identifies the goals, objectives, and outcomes to be achieved by the proposed project. The goals, objectives, and outcomes are specific and measurable. For instance, Objective 2.1 seeks to adjust the clinical experience for prospective teachers and school leaders to include clinical rotations in inclusive classrooms, and the applicant expects 60% of prospective teachers and school leaders to have completed two cycles of clinical rotations by Year 4 of the project period. (e31-44)

iii. The proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The project will reform teacher preparation programs and will adjust five credential programs offered by Cal Poly. Partnerships with local high-need schools will allow students to participate in clinical experiences that will provide them with real-time feedback. (e44)

iv. The design of the proposed project clearly reflects up-to-date knowledge from research and effective practice. Multiple project components are supported by research. For example, recruitment efforts in the form of amplifying teacher and school leader voices have been found to support teacher wellbeing, reduce stress, and increase self-efficacy. (e45-46)

v. The applicant specifies that performance feedback and continuous improvement are integral to the design of the proposed project. The applicant plans to have faculty co-develop recruitment plans and micro-credentials with district

partners, which they noted will allow for real-time feedback. Continuous improvement processes will include review meetings and the development of action plans by program staff. (e46-47)

vi. The applicant provides appropriate evidence that the proposed project is designed to build capacity and yield results that will extend beyond the grant period. The reform of teacher and school leader preparation/credentialing programs will result in more diverse educators trained by and employed in high-need schools. The applicant notes that micro-credentials will be sustained beyond the grant period. (e48-49)

**Weaknesses:**

i. No weaknesses noted.

ii. No weaknesses noted.

iii. No weaknesses noted.

iv. No weaknesses noted.

v. No weaknesses noted.

vi. It is unclear to what extent district partners will contribute financial assistance or other necessary resources to sustain components of the project after the grant ends. (e48-49)

**Reader's Score: 29**

**Sub**

**1. Overview Statement**

**General:**

The project design is adequate. The applicant demonstrates a clear rationale. The applicant identifies specific and measurable goals, objectives, and outcomes. It is evident that the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The project design is grounded in up-to-date knowledge from research and practice. The project is designed to build capacity and yield results.

**Reader's Score:**

**Selection Criteria - Quality of the Evaluation Plan**

**1. B. Quality of the Evaluation Plan (20 points)**

**The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

**(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. (10 pts)**

**(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 pts)**

**Strengths:**

i. The applicant clearly indicates that the methods of evaluation will provide valid and reliable performance data on relevant outcomes. The applicant identifies multiple sources of data and objective performance measures that align with project outcomes. The applicant will contract an external evaluator with extensive experience conducting educational

evaluations. Primary sources of data include participant experience data, educational databases, external evaluations, and Program-level data. (e49-57)

ii. The methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The applicant provides an extremely detailed program evaluation chart that links project goals to objectives, target performance measures, evaluation methods, and sources of data. (e52-58)

**Weaknesses:**

i. It is unclear who will be responsible for collecting data from the sources listed in the INSPIRE Program Evaluation Plan, which is necessary to ensure that data is collected on time. (e52-55)

ii. No weaknesses noted.

**Reader's Score: 19**

**Sub**

**1. Overview Statement**

**General:**

The applicant provides an adequate evaluation plan. The methods of evaluation will provide valid and reliable data on relevant outcomes. The methods of evaluation appear comprehensive.

**Reader's Score:**

**Selection Criteria - Adequacy of Resources**

**1. C. Adequacy of Resources (30 points)**

**The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**

**(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 pts)**

**(ii) The extent to which the budget is adequate to support the proposed project. (6 pts)**

**(iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (6 pts)**

**(iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (6 pts)**

**(v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (6 pts)**

**Strengths:**

i. The applicant provides sufficient evidence of support, including facilities, equipment, supplies, and other resources to carry out the proposed project. The lead applicant documents extensive resources and use of campus facilities. For example, the lead applicant will provide access to STEM labs, technology, Swivl cameras and GoReact, Zoom video conferencing, affinity clubs, and grant support. These resources will support the implementation of project activities and communication and engagement between faculty, partnering schools, and prospective teachers and school leaders. (e58-60)

ii. The budget appears adequate to support the proposed project. The budget includes a clear breakdown of costs for

personnel, fringe benefits, travel, supplies, and other expenses. The budget aligns with the project narrative. Matched funds are clearly noted. (e60-61, Budget)

iii. The costs appear reasonable in relation to the objectives, design, and potential significance of the proposed project. For example, the project will partner with six high-needs districts that serve over 22,000 students. An estimated 775 teachers and school leaders will be served by the applicant's five credential programs; thus, greatly expanding the number of well-prepared teacher and school leaders to serve in full-time positions within high-needs schools. (e61-62, e470-504)

iv. The applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan and continued support from partners and stakeholders. The applicant provides a Sustainability and Long-Term Impact Matrix for major resources to be continued after the grant ends. By reducing reliance on grant funds in the last two years of the grant, the applicant will be able to transfer some of the financial responsibilities to the district partners. (e62-63)

v. The applicant identifies partners that will contribute meaningfully to the project. District partners will contribute staff, mentors, and placement sites. Letters of commitment from partners are provided. (e63-64, e190)

**Weaknesses:**

i. No weaknesses noted.

ii. No weaknesses noted.

iii. No weaknesses noted.

iv. It is unclear which staff members will lead sustainability efforts. (e63)

v. No weaknesses noted.

**Reader's Score: 29**

**Sub**

**1. Overview Statement**

**General:**

The applicant documents that they will provide adequate resources to conduct the proposed project. A sound budget is provided. A multi-year financial and operating model is provided. The applicant documents partners' planned contributions.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

**1. D. Quality of Management Plan (20 points)**

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (10 pts)

**(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (10 pts)**

**Strengths:**

i. The applicant provides a thorough management plan to achieve the objectives of the project. The management plan clearly links the project tasks to responsible staff members, start and end dates, and specific milestones. The applicant clearly describes the roles of the leadership team and the grant leadership team. An extensive management plan that aligns performance measures to specific action-based activities, timelines, responsible parties, and milestones and benchmarks is provided. (e64-69, e261)

ii. The applicant details appropriate procedures for ensuring feedback and continuous improvement in the operation of the proposed project. Annual assessment of the credential programs will help ensure the programs remain up-to-date and adjusted according to feedback from diverse constituents. (e69-71)

**Weaknesses:**

i. No weaknesses noted.

ii. No weaknesses noted.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The applicant provides an exceptional management plan. The applicant provides clear evidence of appropriate procedures to ensure feedback and continuous improvement of the project activities.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priorities - Competitive Preference Priority 1**

**1. Competitive Preference Priority 1: Increasing Educator Diversity (Up to 4 points).  
(Both subfactors (a) and (b) must be addressed to get full points.)**

**Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:**

**(a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under part B of title III and subpart 4 of part A title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 502 of the HEA), Tribal Colleges and Universities (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under title III and title V of the HEA) that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates. (2 pts) (Peer Reviewer please confirm that the proposed partner IHE meets the HBCU, HSI, TCU or other MSI status before points are awarded.)**

**(b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in**

**program admission, completion, placement, and retention as educators. (2 pts)**

**Strengths:**

a. No strengths noted.

b. The applicant seeks to improve the diversity of teacher candidates in the proposed teacher preparation program by elevating the voices of teachers and school leaders of color through the "Why I Teach/Lead" campaign series. Additional strategies include implementing new online credential programs and creating induction programs that are geared towards retaining diverse educators. (e16-17)

**Weaknesses:**

a. The applicant is not currently a HSI but is working towards it. (e22)

b. No weaknesses noted.

**Reader's Score: 2**

**Competitive Preference Priorities - Competitive Preference Priority 2**

**1. Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).**

**Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.**

**Strengths:**

The proposed project is designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through increasing the number of teachers with certification in the shortage areas of special education, bilingual education, early childhood education, and school leadership. The applicant will accomplish this by providing more online courses, amplifying stories of educators and leaders of color, and targeting recruitment efforts for underrepresented populations. (e17-19)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 3**

**Competitive Preference Priorities - Competitive Preference Priority 3**

**1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs (Up to 2 points). (Both subfactors (a) and (b) must be addressed to get full points.)**

**Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and**



identity-safe climate at institutions of higher education, through one or more of the following activities:

(a) Fostering a sense of belonging and inclusion for underserved students. (1 pt)

(b) Implementing evidence-based practices for advancing student success for underserved students. Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas. (1 pt)

**Strengths:**

a. The applicant will foster a sense of belonging and inclusion for underserved students by creating identity-safe spaces for prospective teachers (PTs) and prospective school leaders (PSLs). This will be supported through the revision of at least two courses to include inclusive and equitable frameworks in the micro-credential programs. (e19-20)

b. The applicant clearly documents that they will implement evidence-based practices to advance student success for underserved students. In addition, the applicant will improve the retention of fully certified, experienced, and effective educators in high-need schools and shortage areas by embedding inclusive and equitable frameworks across credential program courses and by developing affinity groups. (e19-20)

**Weaknesses:**

a. No weaknesses noted.

b. No weaknesses noted.

**Reader's Score: 2**

**Competitive Preference Priorities - Competitive Preference Priority 4**

**1. Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).**

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—

(a) In one or more of the following educational settings:

(1) Early learning programs.

(2) Elementary school.

(3) Middle school.

(4) High school.

(5) Career and technical education programs.

(6) Out-of-school-time settings.

(7) Alternative schools and programs.

(b) That examines the sources of inequity and inadequacy and implements responses, and that may include pedagogical practices in educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

**Strengths:**

a. The applicant clearly articulates that the proposed project is designed to promote educational equity and adequacy in resources and opportunity for underserved students in PK-12. (e20-21)

b. The applicant clearly explains that they will examine the sources of inequity and inadequacy and implement appropriate responses so that educators will be prepared to create inclusive and equitable learning environments for their students. Specific examples include instructional practices utilized within an MTSS framework that support students with disabilities and emergent bilingual students. (e20-21)

**Weaknesses:**

- a. No weaknesses noted.
- b. No weaknesses noted.

**Reader's Score: 2**

**Invitational Priorities - Invitational Priority 1**

**1. Invitational Priority 1: Partnership Grants for the Establishment of GYO Programs and Registered Apprenticeship Programs for K-12 Teachers. (No Points Awarded)**

Projects that establish or scale evidence-based and high quality GYO programs, including registered apprenticeship programs, that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce, by recruiting and developing teacher candidates from the communities the school or district serves. GYO programs must minimize or eliminate the cost of certification for teacher candidates and compensate educators for work in classrooms that is part of their certification program. Participants must not become the teacher of record prior to completing the certification program. Projects may also include high school dual-enrollment opportunities and registered teacher apprenticeship programs.

A project implementing a new or enhanced GYO program, including registered apprenticeship programs, must:

- (a) Be developed with the partner LEA to address the needs of its students and teachers;
- (b) Use data-driven strategies and evidence-based approaches to increase recruitment, successful completion, and retention of teachers supported by the project;
- (c) Provide standards for participants to enter into and complete the program;
- (d) Be aligned to evidence-based practices for effective educator preparation, and include practice-based learning opportunities linked to coursework that address state requirements for certification, professional standards for teacher preparation, culturally and linguistically sustaining pedagogies, and the established knowledge base for education, including the science of learning and development;
- (e) Have little to no financial burden for program participants, or provide for loan forgiveness;
- (f) Require completion of a bachelor's degree either before entering or as a result of the certification program;
- (g) Result in the satisfaction of all requirements or full state teacher licensure or certification, excluding emergency, temporary, provisional or other sub-standard licensure or certification; and
- (h) Provide increasing levels of responsibility for the resident/ GYO participant/ apprentice during at least one year of paid on-the-job learning/clinical experience, during which a mentor teacher is the teacher of record.

**Strengths:**

The applicant did not address the Invitational Priority.

**Weaknesses:**

The applicant did not address the Invitational Priority.

**Reader's Score:** 0

**Invitational Priorities - Invitational Priority 2**

**1. Invitational Priority 2: Supporting Early Elementary Educators and School Leaders.**

Projects that include professional development programs, professional learning communities, and peer learning collaboratives to support elementary educators and school leaders in meeting the wide range of developmental strengths, needs, and experiences of students at kindergarten entry through the early grades with a focus on one or more of the following strategies:

- (a) Intentional collaboration for systemic alignment for continuity of services, supports, instruction, relationships, and data sharing across K-2;
- (b) Effective and intentional transitions into kindergarten and through the early grades;
- (c) Instruction informed by child development and developmentally informed practices;
- (d) Partnerships with parents, families and caregivers to allow successful family engagement and everyday school attendance.

**Strengths:**

The applicant clearly indicates that the proposed project will provide trainings and micro-credentials for ECE teachers and school leaders working in PK-3 environments. Micro-credentials will cover content on technology integration, social emotional learning, trauma-informed teaching/leading, ECE, and literacy instruction. (e18, e21)

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 0

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**Status:** Submitted  
**Last Updated:** 07/12/2024 05:41 PM

Status: Submitted

Last Updated: 07/12/2024 04:57 PM

## Technical Review Coversheet

Applicant: Cal Poly Corporation (S336S240027)

Reader #2: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	20
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	100
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	2
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	3
<b>Competitive Preference Priority 3</b>		
1. CPP 3	2	2
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Sub Total</b>	11	9
<b>Invitational Priorities</b>		
<b>Invitational Priority 1</b>		
1. IP 1	0	0
<b>Invitational Priority 2</b>		
1. IP 2	0	0
<b>Sub Total</b>	0	0
<b>Total</b>	111	109

# Technical Review Form

Panel #7 - TQP Panel - 7: 84.336S

Reader #2: \*\*\*\*\*

Applicant: Cal Poly Corporation (S336S240027)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. A. Quality of Project Design (30 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project demonstrates a rationale. (5 pts) (Logic model must be present to get all 5 pts)

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 pts)

(iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. (5 pts)

(iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (5 pts)

(v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project. (5 pts)

(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. (5 pts)

#### Strengths:

i. The proposed project demonstrates an exceptional and strong rationale informed by the needs assessment, such as partner school districts needing special education, PK, secondary math, and science teachers and school leaders (pg. e26). The project provides a comprehensive logic model (pg. e100) that details inputs, activities, and short and long-term outcomes. Having short-term and long-term goals is key to an effective design. Short-term and medium-term goals are important for immediate success in the early stages and allow for opportunities to refine or adjust if needed.

ii. The project includes detailed goals and objectives, and the outcomes to be achieved by the proposed project are clearly specified and measurable (pg. e31-43). Each of the given goals contains clear objectives and multiple performance measures. The project increased the number of graduates by 7% in year 2, which is a clear metric that aligns well with the needs of the applicant's goals and school district partners (pg. e32). The metrics are all aligned with the goals and are ambitious.

iii. The proposed project provides evidence that it is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students (pg. e44-43). For example, the project aligns with California TPEs, which are research-based and aligned with national teaching standards. The project further demonstrates the effort by increasing opportunities in their credential programs for coaching and clinical experiences, which will improve PK-12 student instruction.

iv. The project has a strong design that reflects up-to-date knowledge from research and effective practice (pp. e45-46). The applicant provides relevant research for each project intervention, such as recruitment efforts, inclusive clinical experiences and activities, eb-mtss reforms, wrap-around induction, and micro-credentials.

v. The project provides strong evidence that it will provide performance feedback and continuous improvement to the design of the proposed project (pg. e46-47). For example, it provides opportunities in Goals 1, 2, 4, and 5 for collaboration between LEA partners and institutions of higher education partners in co-developing recruitment plans and co-developing teaching micro-credential courses (pg. e47). More importantly, the applicant includes a comprehensive five-step plan for

continuous improvement focusing on focus groups, surveys, monitoring and evaluating systems, and training workshops.

vi. The proposed project provides a strong plan to build capacity and yield results that will extend beyond the period of Federal financial assistance (pg. e48-49). The project cites an innovative strategy to decline faculty spending in year five and to explore ways the services can continue with partners. More importantly, the applicant provides a strong point that investing in people during the project will develop skills that will continue beyond the grant period and subsequently have a large impact on student success (pg. e48).

**Weaknesses:**

- i. No weaknesses noted.
- ii. No weaknesses noted.
- iii. No weaknesses noted.
- iv. No weaknesses noted.
- v. No weaknesses noted.
- vi. No weaknesses noted.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The proposed project demonstrates an exceptional and strong rationale informed by the needs assessment. The project includes detailed goals and objectives, and the outcomes to be achieved by the proposed project are clearly specified and measurable. The proposed project provides evidence that it is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The project has a strong design that reflects up-to-date knowledge from research and effective practice. The project provides strong evidence that it will provide performance feedback and continuous improvement to the design of the proposed project. The proposed project provides a strong plan to build capacity and yield results that will extend beyond the period of Federal financial assistance.

**Reader's Score:**

**Selection Criteria - Quality of the Evaluation Plan**

**1. B. Quality of the Evaluation Plan (20 points)**

**The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

- (i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. (10 pts)**
- (ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 pts)**

**Strengths:**

- i. The project details an exceptional evaluation plan detailing methods that will provide valid and reliable performance data on relevant outcomes (pg. e50-56). The external evaluator, WestEd, includes a comprehensive list of data sources contributing to performance measures. The evaluation plan is detailed through the tables on (pg. e52-55), which capture each goal, performance measure, and question.
- ii. The methods of evaluation are thorough, feasible, and are appropriate to the goals, objectives, and outcomes of the proposed project. (pg. e57-58). The evaluation evaluates the logic model (pg. e100) and includes a strong evaluation plan for the project implementation. The evaluation plan includes formative assessment which will contribute to continuous improvement and immediate feedback that can improve the project.

**Weaknesses:**

- i. No weakness noted.
- ii. No weaknesses note.

**Reader's Score: 20**

**Sub****1. Overview Statement****General:**

The project details an exceptional evaluation plan detailing methods that will provide valid and reliable performance data on relevant outcomes. The methods of evaluation are thorough, feasible, and are appropriate to the goals, objectives, and outcomes of the proposed project.

**Reader's Score:****Selection Criteria - Adequacy of Resources****1. C. Adequacy of Resources (30 points)**

**The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 pts)**
- (ii) The extent to which the budget is adequate to support the proposed project. (6 pts)**
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (6 pts)**
- (iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (6 pts)**
- (v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (6 pts)**

**Strengths:**

- i. The project provides an exceptional plan for adequate support, including facilities, equipment, supplies, and other resources (pg. e58-60). For example, the project leverages the facilities and resources of Cal Poly and its technology

labs. In addition, the project leverages significant matching funds from a variety of sources, including private grants and state funding, and all six district partners are committing \$3,505,693 in-kind support (pg. e60).

ii. The budget is adequate to support the proposed project (pp. e60-61). The project includes cost-sharing with partners, which enables additional funds to meet the project's needs fully. The budget reflects a commitment to student teachers and leadership by allocating funding to key personnel who will support them in the project. Also, the project will include a review of the budget semi-annually to determine progress and any needed revisions; this demonstrates an ongoing commitment to the adequacy of the budget.

iii. The costs are very reasonable in relation to the objectives, design, and potential significance of the proposed project (pg. e61-62). For example, the number of student teachers and school leaders, 775 teachers, is impressive and reasonable in terms of the number of teachers and their impact on the school district. The impact is further justified through the reach they will have on the region.

iv. The proposed project provides evidence that it has the resources to operate beyond the length of the grant (pg. e62-63). For example, the project will scale funds in year one to three that will be sustained. The project will decrease funding across the two years in order to gradually release funding responsibilities to districts. The applicant provides strong letters of support from partners detailing their commitment to the project (pg. e188-251). The letters of support include a variety of partners and legislators who share the need and impact of the proposed project. This shows commitment as a priority.

v. The proposed project demonstrates each partner's strong commitment to its implementation and success (pp. e63-64 and e188-251). For example, the school districts have committed a substantial amount of funding through mentor-teacher salaries and professional development in-kind in each district. The applicant details the long history of their partnership with the district which is important in community engagement and building trust with the input of the district and their needs being addressed.

**Weaknesses:**

i. No weakness noted.

ii. No weakness noted.

iii. No weakness noted.

iv. No weakness noted.

v. No weakness noted.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The project provides an exceptional plan for adequate support, including facilities, equipment, supplies, and other resources. The budget is adequate to support the proposed project. The costs are very reasonable in relation to the objectives, design, and potential significance of the proposed project. The proposed project provides evidence that it has the resources to operate beyond the length of the grant. The proposed project demonstrates each partner's strong commitment to its implementation and success.

**Reader's Score:**



## Selection Criteria - Quality of the Management Plan

### 1. D. Quality of Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (10 pts)
- (ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (10 pts)

#### Strengths:

- i. The project details very strong and comprehensive management plan that will achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (pg. e64-69). The project has very qualified and experienced PIs and Co-PIs, as well as key personnel with years of relevant experience and a background in education. The project includes accountability and further demonstrates a strong management plan through the goal-aligned teams, data management team, and advisory council; these teams create a focus on specific areas of the project that will result in monitoring the progress.
- ii. The proposed project provides evidence of a strong plan for the adequacy of procedures to ensure feedback and continuous improvement (pg. e70-71) through procedures that are embedded in various aspects of the project. This redundancy of feedback and continuous improvement creates a system that will ensure information is shared, and action can take place. In addition, the several teams, data management, and advisory council meetings include the evaluator WestEd in reviewing formative assessment, which can lead to action if needed from the input of the various stakeholders.

#### Weaknesses:

- i. No weakness noted.
- ii. No weakness noted.

**Reader's Score: 20**

#### Sub

##### 1. Overview Statement

#### General:

The project detailed an exceptional and comprehensive management plan that will achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The proposed project provides evidence of a strong plan for the adequacy of procedures to ensure feedback and continuous improvement.

**Reader's Score:**

#### Priority Questions

##### Competitive Preference Priorities - Competitive Preference Priority 1

- 1. **Competitive Preference Priority 1: Increasing Educator Diversity (Up to 4 points). (Both subfactors (a) and (b) must be addressed to get full points.)**

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:

(a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under part B of title III and subpart 4 of part A title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 502 of the HEA), Tribal Colleges and Universities (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under title III and title V of the HEA) that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates. (2 pts) (Peer Reviewer please confirm that the proposed partner IHE meets the HBCU, HSI, TCU or other MSI status before points are awarded.)

(b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators. (2 pts)

**Strengths:**

a. No strength noted.

b. The applicant includes as a goal a program designed to amplify the voices of teachers of color (pg. e16). In addition, the project includes online program offerings that will remove institutional barriers and access to credentials. The project also includes performance measures for increasing the number of PTs and PSLs from diverse backgrounds in each year of the project.

**Weaknesses:**

a. The applicant is not currently an HSI but is current working toward it (pg. e22).

b. No weakness noted.

**Reader's Score: 2**

**Competitive Preference Priorities - Competitive Preference Priority 2**

**1. Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).**

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

**Strengths:**

The applicant provides a strong program that is designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area (pg. e17-18). The applicant provides supporting a diverse workforce and professional growth as the goals in the project and is reflected in the metrics of the evaluation.

**Weaknesses:**

No weakness noted.

**Reader's Score:** 3

**Competitive Preference Priorities - Competitive Preference Priority 3**

**1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs (Up to 2 points). (Both subfactors (a) and (b) must be addressed to get full points.)**

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

**(a) Fostering a sense of belonging and inclusion for underserved students. (1 pt)**

**(b) Implementing evidence-based practices for advancing student success for underserved students. Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas. (1 pt)**

**Strengths:**

a. The project provides strong evidence that it will foster a sense of belonging and inclusion for underserved students (pg. e19-20). For example, the project will create identity-safe spaces for PTs and PSLs from diverse backgrounds, and it embeds inclusive and equitable frameworks across credential program courses, as reflected in its metrics.

b. The project also implements evidence-based practices for advancing student success for underserved students. Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas through goal 4, which includes affinity groups and instructional support.

**Weaknesses:**

No weakness noted.

**Reader's Score:** 2

**Competitive Preference Priorities - Competitive Preference Priority 4**

**1. Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).**

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—

**(a) In one or more of the following educational settings:**

**(1) Early learning programs.**

**(2) Elementary school.**

**(3) Middle school.**

**(4) High school.**

**(5) Career and technical education programs.**

**(6) Out-of-school-time settings.**

**(7) Alternative schools and programs.**

(b) That examines the sources of inequity and inadequacy and implements responses, and that may include pedagogical practices in educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

**Strengths:**

- a. The project focuses on prek-12 (pg. e8).
- b. The project promotes educational equity and adequacy in resources and opportunities for underserved students in preparing all teacher leaders and teachers to promote educational equity and adequacy, with a focus on disabilities and emergent bilinguals (pg. e20-21).

**Weaknesses:**

- a. No weakness noted.
- b. No weakness noted.

**Reader's Score:**      2

**Invitational Priorities - Invitational Priority 1**

**1. Invitational Priority 1: Partnership Grants for the Establishment of GYO Programs and Registered Apprenticeship Programs for K-12 Teachers. (No Points Awarded)**

Projects that establish or scale evidence-based and high quality GYO programs, including registered apprenticeship programs, that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce, by recruiting and developing teacher candidates from the communities the school or district serves. GYO programs must minimize or eliminate the cost of certification for teacher candidates and compensate educators for work in classrooms that is part of their certification program. Participants must not become the teacher of record prior to completing the certification program. Projects may also include high school dual-enrollment opportunities and registered teacher apprenticeship programs.

A project implementing a new or enhanced GYO program, including registered apprenticeship programs, must:

- (a) Be developed with the partner LEA to address the needs of its students and teachers;
- (b) Use data-driven strategies and evidence-based approaches to increase recruitment, successful completion, and retention of teachers supported by the project;
- (c) Provide standards for participants to enter into and complete the program;
- (d) Be aligned to evidence-based practices for effective educator preparation, and include practice-based learning opportunities linked to coursework that address state requirements for certification, professional standards for teacher preparation, culturally and linguistically sustaining pedagogies, and the established knowledge base for education, including the science of learning and development;
- (e) Have little to no financial burden for program participants, or provide for loan forgiveness;
- (f) Require completion of a bachelor's degree either before entering or as a result of the certification program;
- (g) Result in the satisfaction of all requirements or full state teacher licensure or certification, excluding emergency, temporary, provisional or other sub-standard licensure or certification; and
- (h) Provide increasing levels of responsibility for the resident/ GYO participant/ apprentice

during at least one year of paid on-the-job learning/clinical experience, during which a mentor teacher is the teacher of record.

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score:** 0

**Invitational Priorities - Invitational Priority 2**

**1. Invitational Priority 2: Supporting Early Elementary Educators and School Leaders.**

Projects that include professional development programs, professional learning communities, and peer learning collaboratives to support elementary educators and school leaders in meeting the wide range of developmental strengths, needs, and experiences of students at kindergarten entry through the early grades with a focus on one or more of the following strategies:

- (a) Intentional collaboration for systemic alignment for continuity of services, supports, instruction, relationships, and data sharing across K-2;
- (b) Effective and intentional transitions into kindergarten and through the early grades;
- (c) Instruction informed by child development and developmentally informed practices;
- (d) Partnerships with parents, families and caregivers to allow successful family engagement and everyday school attendance.

**Strengths:**

The project presents a strong plan, in partnership with several school districts, to support over 775 teachers and prospective school leaders, including 225 additional new teachers (pg. e16 and e21). The project includes micro-credentials for inclusive and equitable practices.

**Weaknesses:**

No weakness noted.

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 07/12/2024 04:57 PM

Status: Submitted

Last Updated: 07/15/2024 01:16 PM

## Technical Review Coversheet

Applicant: Cal Poly Corporation (S336S240027)

Reader #3: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	20
<b>Adequacy of Resources</b>		
1. Resources	30	29
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	99
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	2
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	3
<b>Competitive Preference Priority 3</b>		
1. CPP 3	2	2
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Sub Total</b>	11	9
<b>Invitational Priorities</b>		
<b>Invitational Priority 1</b>		
1. IP 1	0	0
<b>Invitational Priority 2</b>		
1. IP 2	0	0
<b>Sub Total</b>	0	0
<b>Total</b>	111	108

# Technical Review Form

Panel #7 - TQP Panel - 7: 84.336S

Reader #3: \*\*\*\*\*

Applicant: Cal Poly Corporation (S336S240027)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. A. Quality of Project Design (30 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project demonstrates a rationale. (5 pts) (Logic model must be present to get all 5 pts)

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 pts)

(iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. (5 pts)

(iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (5 pts)

(v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project. (5 pts)

(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. (5 pts)

#### Strengths:

i. The rationale behind this proposal is to address the problems of practice in local school districts by recruiting teachers in SPED, PK, math, and science, retaining teachers and school leaders and preparing new teachers adequately and providing professional development in the areas of English language development and SEL. (e26)

i. The INSPIRE proposal will address the needs of SPED learners by committing to course reform. This reform will involve supporting students with special needs by exploring co-teaching models and providing support for educators who work with students with challenging behaviors.(e. 29)

ii. INSPIRE proposes to close the achievement gap by engaging in the recruitment of educators from racial, cultural, and linguistic backgrounds and removing barriers from credential earning coursework. This makes higher education more affordable for prospective teachers. (e34)

ii. Performance measures are clearly stated and measurable. For example, inclusive clinical experiences for prospective teachers and school leaders will be sustained by offering 60% of prospective teachers and leaders the opportunity to complete clinical experiences in high quality inclusive classrooms. This practice will have a strong impact on student achievement because diversity and equity needs will be addressed as PT's and PL's spend time in the classroom implementing effective practices (e34).

iii. INSPIRE will greatly impact academic standards for students by aligning course offerings with the goals of their district partners and increase opportunities for coaching and clinical experiences in inclusive education. (e44) 4

iii. The proposed project demonstrates adequacy in being a part of a comprehensive program by providing prospective teachers with ongoing mentoring from IHE faculty. This will ensure that prospective teachers will receive ongoing support and be kept abreast of up-to-date practices. IHE faculty can also provide constructive feedback from watching lessons (e44)

iv. The project reflects up to date knowledge by using research to support its recruitment efforts. Studies show that allowing teachers to share their stories gives them a voice and hearing about colleague's experiences may help them make connections. . This is especially true for teachers of color. e 45). 5

iv. INSPIRE'S proposal for wrap around induction services will increase teacher retention and support their well-being by using affinity groups and ongoing coaching and mentorship. (e46)

v. INSPIRE will use methods to improve performance by collecting and analyzing data, conducting surveys, and holding review meetings and focus groups. (e47) 3

vi. The proposal is committed to maintaining the plan beyond the length of the grant as shown in the sustainability and long-term Impact Matrix. The Matrix indicates: the long-term impact INSPIRE will have in the educational community by establishing measurable objectives and activities under the correlating goals. (Appendix H) (e49)

vi. INSPIRE is committed to investing in human resources to sustain the program efforts. Using well-trained personnel will build long-term success and ensure continuous operations of the program. (e48)

**Weaknesses:**

- i. No weaknesses noted.
- ii. No weaknesses noted.
- iii. No weaknesses noted.
- iv. weaknesses noted.
- v. No weaknesses noted.
- vi. No weaknesses noted.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The applicant demonstrates an exceptional project design. The applicant's rationale is clearly stated, the goals are specified and measured, and the plan is a part of comprehensive effort to improve teaching and learning. The proposal represents exceptional up to date knowledge and research that informs practices. There's an exceptional plan for continuous improvement and feedback and the project is designed to build capacity and yield results beyond the length of the grant.

**Reader's Score:**

**Selection Criteria - Quality of the Evaluation Plan**

**1. B. Quality of the Evaluation Plan (20 points)**

**The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

**(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. (10 pts)**

**(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 pts)**



**Strengths:**

- i. WestEd's approach to data collection will provide objective and performance-based data which can help INSPIRE achieve its goals and objectives using reliable and valid methods. (e50)
- i. Using multiple data methods to ensure that each evaluation question has multiple data sources ensures a more valid and reliable evaluation. (e50)
- ii. The once-a-month data sharing lead by WestEd will provide consistency in plan evaluation and allow for timely changes to be made if necessary. (51).
- ii. Table 8 lists the evaluation methods and sources as well as the questions that will be answered from the data collection. For example, it will use Interviews/focus groups with district partners, HR representatives, Educators of Color club members, etc. to gain feedback regarding reforming course modalities to meet PT and PSL needs. (e52)

**Weaknesses:**

- i. No weaknesses noted.
- ii. No weaknesses noted.

**Reader's Score: 20**

**Sub****1. Overview Statement****General:**

The application presents an exceptional evaluation plan. It clearly lists and explains evaluation methods that will provide valid and reliable data. The methods of evaluation are limited to one and may not be appropriate for achieving all of the goals and objectives of this project.

**Reader's Score:**

**Selection Criteria - Adequacy of Resources****1. C. Adequacy of Resources (30 points)**

**The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 pts)**
- (ii) The extent to which the budget is adequate to support the proposed project. (6 pts)**
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (6 pts)**
- (iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (6 pts)**
- (v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (6 pts)**

**Strengths:**

- i. Prospective teachers can build capacity and optimize their learning experiences by accessing the resources available to them. For example, CAL Poly has a technology lab where teachers can hone their knowledge and integrate technology into their lessons. (e59)
- i. Participating in clubs that support the teacher development initiatives may boost morale and promote retention and recruitment efforts because it gives candidates opportunities to network with people that have similar interests. (e59)
- ii. The budget is adequate to support the work of this project. The largest expenditure is personnel and materials. These two categories are most important for project implementation and longevity. (e60)
- ii. The plan to re-evaluate the budget mid-year is an effective business practice. This will ensure adequacy of funds and whether any changes to spending are necessary. (e60)
- iii. The budget is very thorough in explaining how funds will be used. This is important to program implementation and sustainability because each budget can act as a guide for any recurring grant requests. (e488)
- iv. The applicant demonstrates that it has resources to operate beyond the length of the grant by implementing the gradual release process. After 3 years in the school community, the budget is reduced and school districts plan for the continuance of the programs in their own budgets. (e62)
- iv. The match funding is a great benefit to the proposal because it provides sustainability and professional development for continued plan implementation and an ultimately self-sustaining system that trains teachers for quality instruction. (e62)
- v. The in-kind funds donated by the high need partner districts ensures continuous project implementation by building a foundation of trust and structure. (e63)

**Weaknesses:**

- i. No weaknesses noted.
- ii. No weaknesses noted.
- iii. No weaknesses noted.
- iv. No weaknesses noted.
- v. The relevance of partner commitments is not fully developed. The plan states that INSPIRE partners with school districts and IHE's. However, the plan does not detail how IHE's share in the endeavors of INSPIRE. This lack of detail raises questions about the roles of the partner IHE's and whether they will be counted on for sustainability. (e64)

**Reader's Score: 29**

**Sub****1. Overview Statement****General:**

The application demonstrates adequacy of resources to support the proposed project. It presents adequacy of support including facilities, and the costs are reasonable in relation to the goals and objectives. The proposal

**Sub**

demonstrates adequacy in operating beyond the length of the grant. The plan is limited in its discussion of commitments from partners.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

**1. D. Quality of Management Plan (20 points)**

**The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

**(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (10 pts)**

**(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (10 pts)**

**Strengths:**

i. The goal aligned teams will aid in program implementation by providing team members with opportunities to reflect on data, problem solve and engage in discussions regarding work to support their focus goal. (e67)

i. The management plan utilizes a timeline with milestones to ensure successful implementation of the plan. For example, by 12/24, the plan proposes to create a hiring team and develop a job description for vacant positions. (e69)

ii. The applicant supports the importance of continuous improvement by maintaining a schedule for the data management team to use during monthly meetings to disseminate reports and discuss ways to improve the program. (e70)

ii. The management team will provide feedback about goals 1-5 by using survey data to learn more about the participant experience in mentorship and shadowing. This qualitative data will be useful when making improvements or decisions for the trajectory of the program. (e70).

**Weaknesses:**

i. No weaknesses noted.

ii. No weaknesses noted.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The management plan described by this applicant is exceptional. The plan provides a clear timeline and details the roles and responsibilities of personnel who are responsible for carrying out the timeline. The plan has a strong procedural method for ensuring feedback and continuous improvement in the operation of the proposal.

**Reader's Score:**

## Priority Questions

### Competitive Preference Priorities - Competitive Preference Priority 1

1. **Competitive Preference Priority 1: Increasing Educator Diversity (Up to 4 points).**  
(Both subfactors (a) and (b) must be addressed to get full points.)

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or both of the following:

(a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under part B of title III and subpart 4 of part A title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 502 of the HEA), Tribal Colleges and Universities (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under title III and title V of the HEA) that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates. (2 pts)  
(Peer Reviewer please confirm that the proposed partner IHE meets the HBCU, HSI, TCU or other MSI status before points are awarded.)

(b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators. (2 pts)

#### Strengths:

b. Goal 4 focuses on an induction program that supports the retention of a diverse educational workforce ensuring classrooms are taught by well-trained professionals who are equipped to address the students' social-emotional health and well-being. This program is designed to support people of color. This college is located in a city largely populated by Hispanic speaking enrollees. (e16)

#### Weaknesses:

- a. The applicant is not currently an HSI but is working toward it.
- b. No weaknesses noted.

Reader's Score: 2

### Competitive Preference Priorities - Competitive Preference Priority 2

1. **Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 3 points).**

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

**Strengths:**

Goal 1 focuses on recruitment of educators in shortage areas such as special education, bilingual and early childhood education. Goal 2 aims to prepare teachers and leaders to support students from underserved communities. (e17)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 3**

**Competitive Preference Priorities - Competitive Preference Priority 3**

**1. Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs (Up to 2 points). (Both subfactors (a) and (b) must be addressed to get full points.)**

**Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:**

**(a) Fostering a sense of belonging and inclusion for underserved students. (1 pt)**

**(b) Implementing evidence-based practices for advancing student success for underserved students. Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas. (1 pt)**

**Strengths:**

a. INSPIRE will incorporate coursework entitled, Social Emotional Learning and Trauma-Informed Teaching/Leading that focuses on supporting new teachers as they implement SEL practices in their classrooms. This will ultimately impact the success and well-being of underserved students. (e19)

**Weaknesses:**

a. No weaknesses noted.

b. No weaknesses noted.

**Reader's Score: 2**

**Competitive Preference Priorities - Competitive Preference Priority 4**

**1. Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).**

**Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students—**

**(a) In one or more of the following educational settings:**

**(1) Early learning programs.**

**(2) Elementary school.**

**(3) Middle school.**

- (4) High school.
- (5) Career and technical education programs.
- (6) Out-of-school-time settings.
- (7) Alternative schools and programs.

(b) That examines the sources of inequity and inadequacy and implements responses, and that may include pedagogical practices in educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

**Strengths:**

Goal 3 allows for PT'S and PSL's to support diverse populations by engaging in a framework that has inclusive and equitable frameworks including EB-MTSS culturally relevant pedagogy and other research based instructional strategies. (e20)

**Weaknesses:**

No weaknesses noted.

Reader's Score: 2

**Invitational Priorities - Invitational Priority 1**

**1. Invitational Priority 1: Partnership Grants for the Establishment of GYO Programs and Registered Apprenticeship Programs for K-12 Teachers. (No Points Awarded)**

Projects that establish or scale evidence-based and high quality GYO programs, including registered apprenticeship programs, that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce, by recruiting and developing teacher candidates from the communities the school or district serves. GYO programs must minimize or eliminate the cost of certification for teacher candidates and compensate educators for work in classrooms that is part of their certification program. Participants must not become the teacher of record prior to completing the certification program. Projects may also include high school dual-enrollment opportunities and registered teacher apprenticeship programs.

A project implementing a new or enhanced GYO program, including registered apprenticeship programs, must:

- (a) Be developed with the partner LEA to address the needs of its students and teachers;
- (b) Use data-driven strategies and evidence-based approaches to increase recruitment, successful completion, and retention of teachers supported by the project;
- (c) Provide standards for participants to enter into and complete the program;
- (d) Be aligned to evidence-based practices for effective educator preparation, and include practice-based learning opportunities linked to coursework that address state requirements for certification, professional standards for teacher preparation, culturally and linguistically sustaining pedagogies, and the established knowledge base for education, including the science of learning and development;
- (e) Have little to no financial burden for program participants, or provide for loan forgiveness;
- (f) Require completion of a bachelor's degree either before entering or as a result of the certification program;
- (g) Result in the satisfaction of all requirements or full state teacher licensure or certification, excluding emergency, temporary, provisional or other sub-standard licensure or certification; and
- (h) Provide increasing levels of responsibility for the resident/ GYO participant/ apprentice

during at least one year of paid on-the-job learning/clinical experience, during which a mentor teacher is the teacher of record.

**Strengths:**

This IP is not addressed.

**Weaknesses:**

This IP is not addressed.

**Reader's Score: 0**

**Invitational Priorities - Invitational Priority 2**

**1. Invitational Priority 2: Supporting Early Elementary Educators and School Leaders.**

Projects that include professional development programs, professional learning communities, and peer learning collaboratives to support elementary educators and school leaders in meeting the wide range of developmental strengths, needs, and experiences of students at kindergarten entry through the early grades with a focus on one or more of the following strategies:

- (a) Intentional collaboration for systemic alignment for continuity of services, supports, instruction, relationships, and data sharing across K-2;
- (b) Effective and intentional transitions into kindergarten and through the early grades;
- (c) Instruction informed by child development and developmentally informed practices;
- (d) Partnerships with parents, families and caregivers to allow successful family engagement and everyday school attendance.

**Strengths:**

A micro-credential course, Inclusive and Equitable Practices: Early Childhood Education. invites ECE teachers and SLs to collaboratively address local problems of practice regarding PK-3 services, supports, instruction, relationships, and data sharing. (e21)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 07/15/2024 01:16 PM