

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

Status: Submitted

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Technical Review Coversheet

Applicant: Cal State LA University Auxiliary Services, Inc. (S336S240073)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	29
Quality of the Evaluation Plan		
1. Evaluation Plan	20	19
Adequacy of Resources		
1. Resources	30	27
Quality of the Management Plan		
1. Management Plan	20	20
Sub Total	100	95
Priority Questions		
Competitive Preference Priorities		
Competitive Preference Priority 1		
1. CPP 1	4	4
Competitive Preference Priority 2		
1. CPP 2	3	3
Competitive Preference Priority 3		
1. CPP 3	2	2
Competitive Preference Priority 4		
1. CPP 4	2	2
Sub Total	11	11
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	0
Invitational Priority 2		
1. IP 2	0	0
Sub Total	0	0
Total	111	106

Technical Review Form

Panel #7 - TQP Panel - 7: 84.336S

Reader #1: *****

Applicant: Cal State LA University Auxiliary Services, Inc. (S336S240073)

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 need-based data that indicates a clear need for the proposed project. For example, the applicant notes significant challenges in literacy and reading education that have been reported by the California Literacy Teaching Performance Expectations, a lack of teacher diversity, inadequate teacher preparation, high turnover rates for new teachers, educational disparities for students attending high-need schools, and teacher shortages in special education, bilingual education, and STEM education in Los Angeles. The applicant provides a detailed logic model that clearly links resources to activities, outputs, and short- and long-term outcomes. (e30-32, e83)

ii. The applicant thoroughly identifies the goals, objectives, and outcomes to be achieved by the proposed project. Major goals include improving the pathways for teacher training and certification, improving teacher preparation curriculum and clinical experiences, retaining diverse and effective educators, fostering community and family engagement, and expanding leadership capacity in the teaching profession. The goals, objectives, and outcomes are specific and measurable. For example, Objective 5.2 seeks to incorporate leadership development into the teacher preparation program; thus, by Year 2 the applicant will have 100 candidates to complete leadership training, which will increase the pool of diverse candidates for school leadership opportunities (e33-35)

iii. The proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. Specifically, the project will prepare 276 new teachers to be placed in high-need urban schools. This will be accomplished via a promotional campaign targeting high school and community college students, developing GYO programs, and redesigning Integrated Teacher Education Programs to diversify teacher candidate pools. (e8, e36-37)

iv. The design of the proposed project clearly reflects up-to-date knowledge from research and effective practice. The project will include training in culturally responsive and sustaining practices, community development and partnerships, abolitionist approach, and broadening research and pedagogy. These trainings will contribute to improved teacher pedagogy and classroom support and engagement for diverse students. (e36-37)

v. The applicant specifies that performance feedback and continuous improvement are integral to the design of the proposed project. The applicant will receive evaluation data and reports from the contracted evaluator WestEd. The Project Management Team will use this information to monitor data and feedback on a monthly basis. Specific feedback mechanisms include surveys, classroom observations, and student outcomes. (e39-40)

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 proposed project will prepare 276 new teachers who will be placed at high-need schools. These teachers will improve diversity within the teacher pool and student achievement. The applicant provides an extensive list of partners such as Cal State LA, East LA College, Rio Hondo College, WestEd, local school districts, and community-based organizations (e.g., A Place Called Home, Proyecto Pastoral at Dolores Mission). (e40, e8)

Weaknesses:

- i. Outputs and outcomes are not consistently quantified in the logic model. (e83)
- ii. No weaknesses noted.
- iii. No weaknesses noted.
- iv. No weaknesses noted.
- v. No weaknesses noted.
- vi. No weaknesses noted.

Reader's Score: 29

Sub

1. Overview Statement

General:

The project design is adequate. The applicant provides a logic model that demonstrates a rationale. The project goals, objectives, and outcomes are specific and measurable. 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 includes up-to-date knowledge from research. The project is expected to provide performance feedback that can be used to support continuous improvement of the project. 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 will contract WestEd to lead a mixed-methods evaluation, which is ideal given their extensive experience conducting educational evaluations. The applicant will examine four primary areas of questions related to development, quality, partnerships, and performance. Quantitative measures are provided for performance indicators. By examining the four areas of research questions, the applicant will be provided with extensive data and feedback to be able to assess multiple components of the project concurrently. (e41-47)
- ii. The methods of evaluation appear thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The collection and analysis of quantitative and qualitative data will allow for a more comprehensive understanding of the project activities and outcomes. Sources of data are clearly identified for each performance measure. (e47-49)

Weaknesses:

- i. A clear data collection schedule should be provided as this will help ensure performance data is consistently collected and available for review. (e41-47)
- 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 performance data on relevant outcomes. The methods of evaluation are aligned with the goals, objectives, and outcomes.

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 for the proposed project. The applicant presents matching funds for a total of \$1,547,286 for the first year of the project. The applicant will contribute facilities and equipment, including physical space, classrooms, the Literacy Lab space, and conference room space. These resources are necessary for the implementation of major components of the project, and will help ensure the project activities can be carried out as planned. (e49-50)
- ii. The budget appears adequate to support the proposed project. Categorical expenses are defined according to personnel, fringe benefits, travel, supplies, contractual, other, indirect costs, and training stipends. Matched funds are documented. Thus, the lead applicant and partners are very dedicated to improving and expanding the teacher preparation programs. (e50-51, Budget, e233)
- iii. The costs appear reasonable in relation to the objectives, design, and potential significance of the proposed project, particularly because the applicant expects to prepare 276 new teachers and impact over 10,000 P-12 students located in high-need schools. Expenses identified in the budget align with the project narrative. (e8, e50-51, Budget)
- iv. The applicant demonstrates that it has some resources to operate select components of the project beyond the length of the grant. The applicant expects to maintain ongoing support from some partners and stakeholders. Sustainability efforts include increasing secondary pathways and working to attract high school students to dual enrollment courses to earn college credits and participate in teacher aide apprenticeships. Additional sustainability strategies include attracting more students to the reconstructed ITEP programs, access to self-sustaining labs and centers, and lobbying efforts at the State level. (e51-52)
- v. The applicant clearly identifies partners that will contribute to the project. Specific partners include several unified school districts, the Los Angeles County Office of Education, East LA College, Rio Hondo College, A Place Called Home, Proyecto Pastoral at Dolores Mission, and the Boys & Girls Club of Whittier/Pico Rivera. Letters of commitment are provided. (e51-54)

Weaknesses:

- i. No weaknesses noted.
- ii. No weaknesses noted.
- iii. No weaknesses noted.
- iv. A limited multi-year financial and operating model to sustain the project beyond the grant period is provided. A formal multi-year financial and operating model that includes estimated expenses by year should be provided. It is unclear who will lead sustainability efforts. (e51-52)
- v. No weaknesses noted.

Reader's Score: 27

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

The applicant provides adequate resources to conduct the proposed project. The applicant provides a detailed budget that includes reasonable costs and matched funds. The applicant did not provide a required multi-year financial and operating model, but there is evidence that major project components will be sustained after the grant ends. The applicant documents partners' contributions.

Sub

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 comprehensive management plan to achieve the objectives of the proposed project. The management plan clearly links the project activities/tasks to timelines, responsible persons, and milestones/benchmarks. Objectives and outcomes are linked to the management plan. Key personnel of the Project Management Team are clearly identified along with their percentage of effort. For example, a Professor in Cal State LA's College of Education will serve as the Principal Investigator (PI) and contribute 33% of FTE to manage the overall project. The PI's extensive experience with managing Federal TQP grants will help ensure the project is implemented according to plan and on time. (e54-63)
- ii. The applicant details appropriate procedures for ensuring feedback and continuous improvement in the operation of the proposed project. The evaluation plan will produce formative data which will be used to provide feedback on project activities. The Advisory Board will meet quarterly to review project milestones and the timeline to assess for any necessary changes. The applicant will participate in semi-annual retreats with the evaluation firm to go over the evaluation data, ask questions, and revise the action plan as necessary. (e55-56)

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 management plan identifies project personnel and their roles within the project. The management plan clearly links project activities/tasks to timelines, responsible persons, and milestones. The applicant provides evidence of appropriate procedures to ensure feedback on 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. The applicant institution, Cal State LA, is a Hispanic-Serving Institution (HSI). The applicant also notes that they plan to partner with HSIs and other Minority-Serving Institutions. (e24)

b. The proposed project will reform teacher preparation programs to improve the diversity of teacher candidates by partnering with HSIs and MSIs to recruit marginalized populations, first generation students, and Pell-eligible students to pursue a career in teaching. The program will include dual enrollment opportunities for high school students to earn college credits and move into teacher aide apprenticeships. (e24-25)

Weaknesses:

a. No weaknesses noted.

b. No weaknesses noted.

Reader's Score: 4

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, by increasing the number of teachers with certification in the shortage areas of special education, bilingual education, and STEM. The applicant will accomplish this by implementing The Undergraduate Community Teacher Collaborative that seeks to prepare 276 new teachers over the grant period. (e8)

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 implementing cohort models to build a sense of community and to provide individualized support. Additional supports will be provided through partnerships with Education Works and the Mental Health and Social Justice Clinic to provide access to mental health services. (e26-27)

b. The applicant clearly documents that they will implement evidence-based practices to advance student success for underserved students. Specific evidence practices include utilizing RT 360 to assess teacher candidate's reflective practices, targeted coaching, and cohort models. (e26-27)

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 P-12. (e8)

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. This will occur through the use of RT 360 Assessments. (e25-27)

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 seeks to utilize their partnerships to develop a Grow Your Own (GYO) program. The applicant seeks to prepare community members to serve as teachers in the communities in which they are connected. The program will involve partnerships with community colleges to build dual enrollment programs, utilizing the California Apprenticeship Initiative (CAI) to build pathways, support services, and a teacher-aide pre-apprenticeship program. (e28-29)

Weaknesses:

No weaknesses noted.

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 states that the Early Childhood Education (ECE) Literacy Program at the Literacy Leadership Laboratory will provide professional development services for early childhood educators. The program seeks to improve literacy for early learners (Birth-Age 8) by providing teachers with updated knowledge and resources. Professional development options for teachers include workshops, training sessions, continuous coaching, and collaboration and networking. (e29)

Weaknesses:

No weaknesses noted.

Reader's Score: **0**

Status: Submitted

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Status: Submitted

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Technical Review Coversheet

Applicant: Cal State LA University Auxiliary Services, Inc. (S336S240073)

Reader #2: *****

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

Technical Review Form

Panel #7 - TQP Panel - 7: 84.336S

Reader #2: *****

Applicant: Cal State LA University Auxiliary Services, Inc. (S336S240073)

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 applicant demonstrates an exceptional and strong rationale for the proposed project (pg. e30-33). The project includes three institutions of higher education: Cal State LA, East LA College, and Rio Hondo College, in addition to local school districts and community-based organizations. This collaborative effort with the three higher education institutions creates the opportunity for a significant impact and ability to scale systemic change toward the teacher workforce. The applicant details the major barriers and needs in the teacher workforce of Los Angeles County, such as lack of teacher diversity, inadequate teacher preparation, high attrition rates, educational disparities, and teacher shortage in special education, bilingual education, and STEM education (pg. e32). The project includes a comprehensive and detailed logic model with goals, activities, and outcomes (pg. e83). The logic model includes short-term and long-term outcomes contributing to a comprehensive plan. Having short-term outcomes will allow for immediate activities to be accomplished.
- ii. The project includes adequate goals, objectives, and outcomes to be achieved by the proposed project, and they are clearly specified and measurable (pg. e33-34). The five goals contain detailed objectives that are specific, measurable, and time bound. For example, the project provides that by the end of year 4, 100 students will be enrolled; this metrics aligns well with creating a pipeline of student teachers and creating a strong cohort through the institution of higher education partners (pg. e33). Goal 2 is focused on improving teacher preparation curriculum and clinical experiences and includes three objectives with bold metrics, such as 100% of the curriculum will be aligned with state and national standards and 95% pass rate on certification exams (pg. e33-34).
- iii. The proposed project provides evidence that it is a comprehensive effort to improve teaching and learning and support rigorous academic standards for students (pg. e36-37). The project discusses effective reading instruction pedagogy, which can have a large impact on developing relevant coursework in this project. The project considers various approaches, such as multifaceted approaches, critique of narrow approaches, culturally responsive practices, critical community literacy and community wealth approaches, and abolitionist approaches. The variety of approaches contribute to a comprehensive effort to improve learning.
- iv. The proposed project design reflects up-to-date knowledge from research and effective practice (pg. e37-39 and e226-

227). The project cites relevant research for each approach used in the project, such as culturally responsive and sustaining practices, which includes Hollins (2021) and Alim and Paris (2017); this study is relevant as it examines systemic racism in teaching practices which is important to addressing the systemic barriers and creating organizational change. The project includes WWC promising evidence for effective mentoring and college coaching (e226-227). For example, the study includes over 13,555 students in higher education institutions. It focuses on interventions that aid college mentoring through student coaching which will aid in removing barriers by making strong connections with students.

v. The project includes an adequate plan for performance feedback and continuous improvement, which are integral to the design of the proposed project (pg. e39). The project includes formative and summative evaluative data, regular semi-annual retreats, and monthly meetings with the program management team to monitor data. This contributes to a strong plan for continuous feedback. Formative data is key to gathering and reviewing program data and will allow for the ability to make immediate changes that can improve implementation.

vi. The proposed project provides evidence that it is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance (pg. e40). It includes projections for funding and expenses beyond the grant. It has a strong commitment from the IHE and community partners, which support the sustainability of the proposed project. The project details strong letters of support from their partners, demonstrating that the project will build capacity through strong relationships and collaborative work, as detailed in the letters (pg. e181-197).

Weaknesses:

i. No weakness noted.

ii. No weakness noted.

iii. No weakness noted.

iv. No weakness noted.

v. No weakness noted.

vi. No weakness noted.

Reader's Score: 30

Sub

1. Overview Statement

General:

The applicant demonstrates an exceptional and strong rationale for the proposed project. The project includes adequate goals, objectives, and outcomes to be achieved by the proposed project and they are clearly specified and measurable. The proposed project provides evidence that it is a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The proposed project design reflects up-to-date knowledge from research and effective practice. The project includes an adequate plan for performance feedback and continuous improvement, which are integral to the design of the proposed project. The proposed project provides evidence that it is designed 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 includes an exceptional and comprehensive evaluation plan with evaluation methods to provide valid and reliable performance data on relevant outcomes (pp. e41-47). It uses a mixed-methods design conducted by an external evaluator and includes a variety of data sources for each GPRA measure (pg. e45). This comprehensive approach to evaluation through a mixed-methods design, as well as quantitative and qualitative data, will together create various data points and perspectives to be captured and will help triangulate data to address the impact and interventions.

ii. The evaluation methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project (pp. e47-48). The evaluation provides a variety of data sources, such as documents, tools, and syllabi, which will create a thorough review of the courses. The evaluation framework further details the project's five goals and develops a plan to evaluate the program development, quality, partnership, and performance of each of the five goals. This will allow for specific data points to evaluate each component of the goals for an extensive review. The project's logic model provides a strong framework for evaluation, and it includes various methods for collecting and analyzing data and is aligned with the evaluation plan (pg. e83).

Weaknesses:

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

Reader's Score: 20

Sub

1. Overview Statement

General:

The project includes an exceptional and comprehensive evaluation plan with evaluation methods that provide valid and reliable performance data on relevant outcomes. The evaluation methods are thorough, feasible, and appropriate to the proposed project's goals, objectives, and outcomes.

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 demonstrating the adequacy of support (pg. e49-50). The project includes substantial matching funds and facility and technology offerings from Cal State LA for the project, such as classroom space, large ballroom space, and software. These matching funds further expand the project's support. The project provides a strong plan for leveraging their resources to support the student teacher candidates and leaders through impactful programming like the literacy lab and the learning center.
- ii. The project budget is adequate to support the proposed project (pg. e50-51). It includes matching funds and adequate allocations for the key personnel and the time allocated to the proposed project, such as 25% for the principal investigator and 30% for the co-principal. The funds are mostly allocated to staff and personnel costs, which support the large number of students, teachers, and leaders to be served in the project. In addition, the matching funds aid in expanding the impact of the services offered.
- iii. The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (pg. e51). Provided the project seeks to prepare 276 new teachers and impact over 10,000 P-12 students in high-need schools the budget (pg. 214-232). The applicant breaks down each expense in the project, such as detailing the specific budget lines for books and literacy materials, technology, and professional development materials, which are very reasonable provided the number of students served (pg. e233)
- iv. The project provides evidence demonstrating that it has the resources to operate beyond the length of the grant (pg. e51). The project seeks to attract more students, increase FTE, and secure funding for its sustainability. In addition, it includes lobbying efforts to secure \$500 million for teacher residency programs.
- v. The proposed project demonstrates each partner's strong commitment to the implementation and success of the project (pg. e51-54). The institutions of higher education partners are all committing resources to the project. The LEAs and community partners create a holistic approach of stakeholders dedicated to the project and equity in student teachers and school leadership development beyond the project and through their key role in the project's implementation and ongoing input.

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 demonstrating the adequacy of support. The project budget is adequate to support the proposed project. The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. The project provides evidence demonstrating that it has the resources to operate beyond the length of the grant. The proposed project demonstrates each partner's strong commitment to the implementation and success of the project.

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 adequacy of the management plan is exceptional. It contains detailed and clear objectives with defined responsibilities, timelines, and milestones for accomplishing project tasks (pg. 54-56). The key members of the project are contributing adequate time for the project, such as 15%, 20%, and 30%, respectively, for key personnel. The project's management plan is very detailed and includes milestones, timelines, responsible personnel, and benchmarks. The timeline includes details for each month of the project, which presents specifics needed to ensure the project is effective.
- ii. The project provides an adequate plan for procedures for ensuring feedback and continuous improvement in the operation of the proposed project (pg. e55-56). For example, the external evaluator will provide formative assessment, and through the administrative council, which will meet regularly, the project will ensure continuous feedback for improvement. In addition, the advisory board will meet on a regular basis and is comprised of stakeholders such as institutions of Higher Education, the LEAs, and Community partners (pg. e56).

Weaknesses:

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

Reader's Score: 20

Sub

1. Overview Statement

Sub

General:

The management plan's adequacy is exceptional. It contains detailed and clear objectives with defined responsibilities, timelines, and milestones for accomplishing project tasks. The project provides an adequate plan for procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

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. The applicant, California State University Los Angeles, is a comprehensive Hispanic-serving institution of higher education (pg. e14).
- b. The project presents a comprehensive effort to improve learning through enhancing teaching pathways, improving curriculum, supporting and retaining educators, fostering community engagement, and developing leadership capacity in the teaching profession (pg. e14).

Weaknesses:

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

Reader's Score: 4

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 includes a comprehensive plan to recruit a diverse teacher workforce through the project, such as personnel, support coordinator, social justice focus, and partners (pg. e25). The project includes increasing underrepresented teachers through a bachelor's degree and teacher certification in secondary education (pg. e17).

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 includes evidence of fully supporting students' social and emotional needs through social-emotional workshops, social justice, mental health clinics, and personalizing coaching for holistic support for teacher candidates (pg. e26).

b. The applicant provides a strong plan for implementing evidence-based practices for student success for underrepresented students in high-need schools with shortage areas through the Sal Castro Academy for Urban Teacher Leaders Institute, which is focused on preparing school leaders (pg. e24).

Weaknesses:

a. No weakness noted.

b. 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 focused on high-need schools in the P-12 setting (pg. e8).

b. The project fully addresses a plan for ensuring educational equity through resources, increasing diversity in the education workforce, culturally competent education, and community partnerships (pp. e27-28). By examining the causes of inequity, the applicant identifies barriers that the project can remove to prepare teachers to better support diverse student populations. Increasing teachers' cultural competency is key to improving learning environments and equitable learning environments.

Weaknesses:

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:

The proposed project is a Grow Your Own program that provides coursework leading to teacher certification and a bachelor's degree (pg. e28). The project includes multiple pathways to the certification through strategic partnerships such as community colleges, California Apprenticeship Initiative, and support services.

Weaknesses:

No weakness noted.

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 supports early childhood education leaders through a literacy leadership laboratory (pg. e29). Its goals focus on children from birth to age 8. The program includes a strong plan for leadership professional development, workshops, ongoing supporting support and coaching, and networking.

Weaknesses:

No weakness noted.

Reader's Score: **0**

Status: Submitted

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

Status: Submitted

Last Updated: 07/15/2024 01:27 PM

Technical Review Coversheet

Applicant: Cal State LA University Auxiliary Services, Inc. (S336S240073)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Evaluation Plan		
1. Evaluation Plan	20	20
Adequacy of Resources		
1. Resources	30	28
Quality of the Management Plan		
1. Management Plan	20	20
Sub Total	100	98
Priority Questions		
Competitive Preference Priorities		
Competitive Preference Priority 1		
1. CPP 1	4	4
Competitive Preference Priority 2		
1. CPP 2	3	3
Competitive Preference Priority 3		
1. CPP 3	2	2
Competitive Preference Priority 4		
1. CPP 4	2	2
Sub Total	11	11
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	0
Invitational Priority 2		
1. IP 2	0	0
Sub Total	0	0
Total	111	109

Technical Review Form

Panel #7 - TQP Panel - 7: 84.336S

Reader #3: *****

Applicant: Cal State LA University Auxiliary Services, Inc. (S336S240073)

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 project's rationale is to increase diversity among the teacher workforce. Due to the shortage of highly qualified culturally competent teachers in high need schools in LA particularly in SPED, bilingual education and STEM, student achievement across the nation is drastically declining. This project will increase academic performance by increasing the number of teachers of color in public schools. (e32)
- i. The proposal will address a specific school district in LA by developing ways to increase the number of teachers of color in a way that matches its population of students where 80% of the students are students of color and 20% are English Learners. Achieving this goal will improve teacher effectiveness by providing students with teachers who share their cultural and linguistic backgrounds with their students and are better positioned to understand and meet their needs. (e32)
- ii. The project has a goal to increase program enrollment of teacher candidates by 50% with at least 60% of new enrollees from underrepresented groups. Achieving this goal will help fill vacancies in critical need areas with licensed, highly qualified educators. (e33)
- ii. In order to prepare teachers better, by Year 5, the plan is to align 100% of the curriculum for teacher prep to state and national standards. This will ensure that teachers receive instruction on best practices and will be able to serve their students at high levels. (e33)
- iii. The LAUTR-UCTC project improves teaching and learning by using a comprehensive effort. By focusing on evidence-based practices, technology integration, and professional development opportunities, educators are prepared to effectively meet the diverse needs of their students. This comprehensive approach ensures that teachers are not only well-prepared but also continuously supported throughout their careers. For example, culturally responsive and sustaining practices emphasize the need to eliminate racism and gaps in learning due to language differences. (e19, e37)

iii. This project seeks to involve the community and integrate their perspectives for a more inclusive learning environment. It is evident that engaging the community closes the achievement gap and increases student achievement in all areas. Community involvement also supports students as they grow socially and emotionally. (e37)

iv. The proposal cites up to date knowledge regarding the need for teachers across the nation. In 2023, there was a need for 22,143 teachers. By 2025, this number is expected to increase by 15000 with PreK becoming mandatory in most states. (e38)

iv. The proposal cites the retirement data as a another need to push this program. A recent survey shows that 55% of current teachers plan to retire sooner than expected. The teacher supply is too few to fill these vacancies. This program will help ensure that more teachers will be licensed and qualified to fill these impending vacancies. (e38)

v. The proposal ensures performance monitoring by enlisting the professional support of the WestEd data solutions as they monitor the progress of LAUTR-UCTC project. The company will then advise on the successes and challenges of the program. Once feedback is received, the plan will be revised as needed. (e39)

v. The proposal will use a Project Management Team to analyze data on an ongoing basis to ensure continuous improvement. This team will work in collaboration with WestEd to evaluate data sources and modify the plan as needed. (e39)

vi. The proposal is designed to yield results beyond the length of the grant by accessing and utilizing the support of its partners. For example, Cal State LA has committed to providing office space for the staff and participants of LAUTR-UCTC. This kind of support is crucial to the continued implementation of the program because it provides meeting space for collaborative efforts between stakeholders. (e40)

vi. The proposal is in alignment with state guidelines and LEA priorities. Knowing that the project will aid in teacher recruitment, retention, and sustainability, these entities will continue to support the endeavors of LAUTR-UCTC. (e40)

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 applicant's quality of project design is exceptional. It demonstrates a strong rationale, lists clear and measurable goals and is a part of a comprehensive effort to improve teaching and learning. The project reflects up-to-date knowledge from research and exceptionally demonstrates a plan for continuous improvement. The project is designed to build capacity and yield results beyond the period of federal 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. Using the responses to questions regarding the main components of LAUTR-UCTC will allow for data to be shared on relevant outcomes. The 4 main areas of evaluation are Development, Quality, Partnership, and Performance. Asking specific questions regarding these areas will allow for changes to be made in relevant ways. (e42)

i. Qualitative and Quantitative methods will provide valid and reliable data because it calculates information in different ways but also leads to healthy discussion about how to improve the program. For example, qualitative data will be analyzed to determine the efficacy of the LAUTR-UCTC design process, program manuals and coursework syllabi. (e42)

ii. The crosswalk helps to ensure that the method of evaluation is thorough and appropriate to the goals of the project. For example, the goal to enhance the pathways into the teaching profession falls under program development, partnerships, and performance. (e48)

ii. Evaluating the goals of the program ensures the program is implemented with integrity and with the desired outcomes in mind. It helps all stakeholders work for the common goals of enhancing pathways to teaching, improving teacher preparation, supporting and retaining effective educators, and developing leadership capacity within the teacher profession. (e48)

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 is exceptional at providing methods of evaluation that are valid and reliable. The methods of evaluation are thorough and appropriate to the goals and objectives 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's resources are adequate for program implementation. For example, Cal State will offer the use of their facilities to LAUTR-UCTC participants. It offers rooms for breakout sessions that can hold up to 50 people. (e50)
- i. The state recognizes the work of LAUTR-UCTC and matches federal funding to support the implementation of the project. With support from the state, program participants are receiving top tier training and instruction that's state approved. (e50)
- ii. Most of the budget will be used on human resources. It is understandable that an apprenticeship program would need to allocate the majority of their money to personnel because the purpose of the grant is to invest in prospective teachers by recognizing current educators and leaders of IHE's and LEA'S as their most valuable resources. Additionally, there is evidence that some monies will be used for books, technology, professional development and teaching aids. (e217)
- iii. The applicant uses the budget summary sheets to indicate how the funds relate to the goals and objectives of this grant. For example, the proposal lists participation in Professional Development as necessary for the development of new teachers and for all teachers to stay up to date with the latest educational practices. Part of the budget is used for PD are stipends. Stipends encourage participation in workshops and other training sessions. (e233)
- iv. The project has resources to operate beyond the grant period. It offers a secondary pathway to a teaching career which can be attractive to those interested. Therefore, new enrollees are beginning the journey to a new career path that will allow them to affect change for years to come. (e51)
- iv. Districts and state initiatives support the grant because it helps with retention of educators. The project is designed for self-sustainability and districts have agreed to continue their investment in the partnership with the grant, to maintain their teacher enrollment numbers. (e51)
- v. LAUTR-UCTC has partners who are committed to the successful implementation and sustainability of this program. For this initiative, AUSD is providing resources about PBIS including asking Cal State students to partner with local schools to share their experiences about the importance of building a positive future for oneself. (e54)
- v. Boys and Girls Club of Whittier Pico/River provide academic, health and wellness, and SE development to low-income students. These services will help improve student achievement by giving students a safe place to grow and participate in safe recreational spaces. (e54)

Weaknesses:

- i. No weaknesses noted.
- ii. There are inadequacies in the budget that warrant further explanation. The Principal Investigator's salary will double in year 2. (e217). It is unclear if the percentage of time spent on the grant will increase. Additionally, there's a

training stipend of \$97,000, however, the number of people being trained is omitted, therefore, it is unclear if the cost per person is reasonable. More clarity regarding these costs would make determining the adequacy of the budget more feasible. (e230)

iii. No weaknesses noted.

iv. No weaknesses noted.

v. No weaknesses noted.

Reader's Score: 28

Sub

1. Overview Statement

General:

The application demonstrates adequacy of resources in adequate ways. The facilities are vast. The costs are reasonable in relation to the objectives. the project demonstrates having resources to operate the project beyond the length of the grant and there's strong commitment from partners. However, there are inadequacies regarding the budget.

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 PMT will meet monthly to monitor data regarding the mentorship program. The PMT will meet regularly to revisit project initiatives and objectives and make necessary adjustments. The PMT will also use the feedback WestEd will provide to make any necessary improvements. (e54)

i. The timeline will ensure successful implementation of the project by establishing timeframes for each activity and milestones by which the activities will be accomplished. Timelines help project leaders remain focused on a given number of tasks at a time. (e57)

ii. Project leaders meet regularly to discuss the alignment between grant activities and university processes. This collaboration ensures all parties are working in tandem and are sharing a common goal. (e56)

ii. To ensure continuous improvement the project incorporates both formative and summative evaluation data. This data is important for measuring performance throughout the project as well as after each milestone is accomplished. These data points are crucial to determining if the project's goals and objectives are being met. (e56)

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 timeline demonstrates clearly defined goals and objectives and there is evidence of continuous improvement details and milestones.

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. Cal State LA, East LA College, Rio Hondo College are HSI's partnering with LAUTR-UCTC in effort to recruit, train, and retain diverse and effective teachers. These teachers will become highly qualified to serve in schools with students who represent their own cultures. (e24-25)

b. LAUTR-UCTC is dedicated to re-designing the Integrated Teacher Education Program to Credential teachers for dual certification, SPED, STEM and bilingual education to support the teacher retention dilemma. (e24-25)

Weaknesses:

- a. No weaknesses noted.

- b. No weaknesses noted.

Reader's Score: 4

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:

LAUTR-UCTC is dedicated to supporting a diverse educator workforce by re-designing the Integrated Teacher Education Program to Credential teachers for dual certification, SPED, STEM and bilingual education to support the teacher retention dilemma. Once candidates are successfully trained, they will be recruited and retained to work in schools in which they reflect the demographics of the student population. (e24-e25)

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:

LAUTR-UCTC will foster an inclusive and supportive learning environment that addresses social, emotional, and academic needs, leading to improved academic performance, retention, and overall well-being. Pre-service teachers will attend workshops on these topics and how to employ them in the classroom. (e27)

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. All underserved students will be addressed through this grant with a special focus on early learning programs. (e25)
- b. The applicant will use the RT 360 Assessments to assess teacher candidate's reflective practices and equity-based dispositions using embedded assessments, reflection protocols, and surveys. (e26)

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:

Develop and implement a comprehensive recruitment and preparation pipeline that engages high school and community college students from diverse backgrounds through targeted promotional campaigns, partnerships with community colleges and LEAs, and the establishment of Grow Your Own (GYO) programs and integrated teacher education pathways to address high-need certification areas.

Weaknesses:

No weaknesses noted.

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 seeks to collaborate with five LEA'S to promote professional development on educating early learners. (e14)
The Early Childhood Education (ECE) Literacy Program at the Literacy Leadership Laboratory (L3) will provide comprehensive support and development for early childhood educators and young learners. Co-Faculty Directors are responsible for curriculum development, professional development delivery, overseeing the development and implementation of relevant literacy assessments (diagnostic, formative, summative, etc.), and assessing the overall health of the L3.

Weaknesses:

No weaknesses noted.

Reader's Score: 0

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