

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

Status: Submitted

Last Updated: 07/11/2024 03:22 PM

Technical Review Coversheet

Applicant: Chico State Enterprises (S336S240026)

Reader #1: *****

	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	18
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	2
Competitive Preference Priority 3		
1. CPP 3	2	2
Competitive Preference Priority 4		
1. CPP 4	2	2
Sub Total	11	10
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	0
Invitational Priority 2		
1. IP 2	0	0
Sub Total	0	0
Total	111	108

Technical Review Form

Panel #5 - TQP Panel - 5: 84.336S

Reader #1: *****

Applicant: Chico State Enterprises (S336S240026)

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:

The four goals of the project align with the requirements of the TQP. The applicant plans to add sixty highly qualified teachers who, along with their mentors, are trained in pedagogy, social emotional learning and healing-centered engagements. Three years of ongoing induction support are built into the funding. A rationale was presented that shows this program was built on the success of four previous TQP projects as well as the needs of the area. Needs included a high percentage of children who have been neglected, abused, or grew up in highly dysfunctional families (ACES). (e14-15) Additional proven needs include high poverty in a rural setting and high teacher need. All nine schools have a minimum of 80% FRPSL students. (e77-80)

A Logic Model was developed that showed the inputs, activities, outputs, and outcomes of the project. (e19-20; e82-84) The model was succinct and easy to understand. Outputs were all measurable.

A comprehensive effort is evident with the inclusion of the necessary partners specified in TQP guidelines. Partners have collaborated on previous grants with much success at placing highly qualified teachers in schools of the area. (e20-21)

The applicant effectively linked the pedagogical and social emotional needs of the students to research-based programs supported by up-to-date knowledge from research. An example is the protective and compensatory childhood experiences research that demonstrated that various elements of school life can mitigate against ACES. (e17; e29-30)

Evidence of feedback and continuous improvement occurs at many levels. First, prior to the full-time residency, coursework and field experiences will be provided coherently to foster knowledge and skills needed by the future residents. During residency and induction, mentors and residents work together with ongoing and consistent feedback provided to both. Classroom-based action research will be ongoing as a method of continuous improvement that is guided by data and active inquiry of authentic problems. (e21-29) Secondly, as evaluators work with project leaders, feedback will be ongoing and supportive. A continuous improvement coordinator will work with the team to analyze results and use what is learned to enhance the project. (e30-31) Formative feedback will be provided throughout the evaluation process. A summative report will conclude the plan. (e60)

Capacity is inherent in the design of the project. Both residents and mentors will be trained in the various programs to enhance student engagement and social emotional learning. Co-teaching is a big part of the project and is intended to produce a culture of shared practice, responsibilities, and perspectives. (e32-33)

Weaknesses:

No weaknesses were noted.

Reader's Score: 30

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

Goals were of high quality and supported by outputs that are measurable. (e82-84) The Logic Model was thorough and clearly represented the intended impact of this project. It is likely that the project will reach the intended end. The applicant has presented a clearly explained plan to fulfill each of the four goals in the five years of grant funding. The partnership has been in existence for many years. Communication is collaborative, and a strong sense of commitment on the part of the partners makes it very likely that the project will have an impact on the targeted population and meet the needs of that population. (e20-30)

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:

An outside evaluation group will work with project team members to ensure that rigorous mixed-methods evaluation is employed, and regular feedback is provided for continuous improvement. The extensive experience of the team is shown in the evaluation plan and their summary of staff qualifications. (e52-54; e61; e129-e141) The evaluation will include an implementation study and a correlational impact study to estimate the effect of participation on student outcomes, teacher retention and teacher preparedness. Both qualitative and quantitative data will be collected utilizing a mixed methods approach. (e52-54; e180-190)

Research questions were provided that support the goals of the project. As much as possible, existing validated instruments will be utilized. Examples of three validated instruments to be used are the ARTIC scale, the Panorama Teacher Survey, and the TNTP Core Rubric from The New Teacher Project. The study will also align with and feed into the State's longitudinal data system. (e54-58)

Evaluation methods are thorough, feasible, and appropriate. Both the implementation study and the impact study have well-planned components that should provide valid information for future decision making. A codification system exists for qualitative data. Collective data will be analyzed using valid descriptive methods and cross-referenced with that collected from across subgroups and the state education system. (e54-60)

Formative feedback will be provided throughout the evaluation process. An example of the type of formative feedback collected is the memos following each site visit that highlight findings and provide recommendations for future implementation. A summative report will conclude the plan. (e60)) The summative report details student and teacher outcomes and summative implementation findings.

Weaknesses:

No weaknesses were noted.

Reader's Score: 20

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

An evaluation plan was developed that will answer the research questions and measure the success of the suggested outputs/outcomes for the project. The outside evaluator employed has worked with the applicant and partners on previous projects. Evaluative data collected will feed into a longitudinal study. (e52-60) Performance measures are included as well as individual project measures.

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:

Resources established during previous grant funded projects will provide baseline support in terms of facilities, equipment, supplies, and other resources. The applicant university offers a wide array of resources to support recruitment and retention of a diverse cadre of students. This includes comprehensive technology support, library resources, and student study spaces. (e46) The university has a well-developed technology infrastructure, active student learning center, and specialized centers to support culturally diverse students.

The educational budget at the university is substantial for education and is supplemented with financial contributions from alumni. The partnering schools have made solid commitments to facility and personnel use to support the project. (e45-47)

The budget is appropriate for supporting the project and the specific needs of the project participants. Sustainability is exceptional in that it is partially influenced by the level of support given to project personnel by the lead applicant. In addition, financial resources exist to provide financial assistance for stipends, tuition support, and resources post funding. Partner support for the current program as well as future endeavors is strong. Stakeholders regularly convene to provide input and support. They also are actively engaged in providing placements, mentorships, and additional support. (e142-179) The advisory board is well-represented by stakeholders from across the spectrum. (e47-48)

Weaknesses:

No weaknesses were noted.

Reader's Score: 30

Sub

1. Overview Statement

General:

A major strength of the proposal is the ongoing partnership that exists between the applicant, university, LEAs, and the evaluation team. The history of collaboration will not only help assure that the project will reach successful fruition, but also greatly improve the sustainability 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:

A key aspect of the applicant's abilities to achieve the objectives provided is the support that partners will provide. Partners are committed to data-driven decision making and reform and to that end will be actively engaged in many aspects of the project. (e39-42) A timeline was provided that describes activities, responsible parties, and milestones of the project and includes procedures for ensuring ongoing feedback and continuous improvement. (e40-42) Resumes for key project personnel were attached that showcased their responsibilities, experience, and education. All appear to be capable of successfully fulfilling their role in the project. (e31-45; e86-129) External evaluators will work with the project team to develop a mixed-methods evaluation plan. They will analyze program specific data as well as historical data on existing programs to provide ongoing feedback and informed decision-making. There will be bi-weekly check-ins to discuss results and determine future direction. (e44-45) The budget was presented that provided for federal funds and the required 100% match. Funding was requested for personnel, travel, supplies and contractual services as well as training stipends. The bulk of the funding will go to personnel. A living wage will be paid to residents for the residency year. (e190-218)

Weaknesses:

There is an inconsistency in the pay of stipends for residents in years 1 and 5 and the rate paid residents in years 2-4. It appears that 15 residents in years 1 and 5 will be paid \$26,000 each in living wage, while residents in years 2-4 will be paid \$52,000 each. More information is needed to provide a rationale for this discrepancy in stipend payments. (e218)

Reader's Score: 18

Sub

Sub

1. Overview Statement

General:

The management plan for the BEST project has clear goals which are supported by each of the partnering agencies. (e39-42) The applicant included a detailed timeline with appropriate milestones and designation of individual responsibilities. (e40-42) Resources are in place to support the project and will be utilized to sustain the project well beyond the five years of funding.

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:

The applicant is a designated Hispanic Serving Institution that will be addressing highly qualified teacher shortages in their state. (e9) To do so, a total of 60 residents will be trained, along with their mentors, in four cohorts of 15. (e18) Recruitment and outreach strategies will be improved to more aggressively seek to employ a diverse population of educators that better match the student and community population. Particular activities touted were updating the website to showcase impactful testimonials of educators and leaders of color, and partnering with Hispanic/Latino agencies in the community to promote the program and other opportunities within the college. (e33-34)

Weaknesses:

No weaknesses were 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 sixty residents and their mentors will be trained through coursework, workshops, and ongoing professional development to better meet the social emotional needs of their students utilizing research-based programs such as inclusive pedagogy and trauma informed practices. (e35)

Weaknesses:

The applicant did not provide measurable outcomes that would prove a focused intent to include minority populations in the residency program. (e35)

Reader's Score: 2

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:

The project will offer comprehensive training and professional development in inclusive pedagogy, social emotional learning, trauma informed practices, along with the pursuit of the Healing Centered Engagement Practitioner certification, BEST will enhance educator effectiveness and student success. Collaborating with local schools and community organizations, BEST strengthens school community partnerships. It serves as a scalable model for improving educational equity by placing a dual emphasis on the development of academic skills along with student and teacher well-being. (e8; e35-38)

Weaknesses:

No weaknesses were 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:

The proposed project is designed to promote educational equity and adequacy in resources and opportunities for underserved elementary school students. (e8; e38-39) One notable practice takes place in the summer prior to the residency. Future residents engage in a community study to identify disparities in resources, opportunities, and outcomes in the participating schools. The intent is to inform the candidates of the needs and opportunities within the community and to provide a rationale for the inclusion of the social emotional elements into their courses of study. The project aims to equip educators with the skills necessary to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments.

Weaknesses:

No weaknesses were 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 is a strong partnership between the applicant, the LEAs and the university partner. The partnership has been ongoing and began with previous grants received to support building a corps of teachers. (e8)

The project will be data-driven and is predicated on a strong research base of programs that support resident teachers and their students. A key focus of the project is initiating successful programs to strengthen social, emotional and academic programs. (e35-38)

State certification standards will be utilized to provide a core of essential knowledge for the residents that leads to full teaching certifications. All residents must possess a bachelor's degree in a content area prior to acceptance in this graduate program. Residents will have the credentials needed to teach in their specified area of expertise and receive a master's degree in education. The 18-month residency is required, and residents will receive a living wage as they successfully complete the residency and coursework required.

Weaknesses:

No weaknesses were 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 did not address Invitational Priority 2.

Weaknesses:

The applicant did not address Invitational Priority 2.

Reader's Score: 0

Status: Submitted

Last Updated: 07/11/2024 03:22 PM

Status: Submitted

Last Updated: 07/12/2024 04:56 PM

Technical Review Coversheet

Applicant: Chico State Enterprises (S336S240026)

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	19
Sub Total	100	99
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	110

Technical Review Form

Panel #5 - TQP Panel - 5: 84.336S

Reader #2: *****

Applicant: Chico State Enterprises (S336S240026)

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:

The proposed project, BEST exceptionally demonstrated a rationale for the project due to the inclusion of a research-based model to transform the experiences of students, Teacher Residents (TR) and Mentor Teachers (MT) by incorporating deep knowledge of inclusive pedagogy, social-emotional learning, and trauma informed practices. BEST also demonstrated an exceptional rationale for the project by acknowledging ACES (Adverse Childhood Experiences) and the role of PACES (Protective and Compensatory Childhood Experiences) (e15-e17) in creating the residency program model. The Logic model is present on (e19)

The goals, objectives, and outcomes to be achieved by the proposed project BEST are clearly detailed and documented with specified and measurable information within the narrative of the grant and within provided charts (pgs. e18). BEST provided 4 goals with measurable outcome and were further reflected in the BEST Logic model. (e18-e19).

The proposed project, BEST robustly demonstrates that it is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students as evidenced by the number of key partners who are a part of the project and as evidenced by the noted academic standards included within the framework and narrative of the project, including inclusive pedagogy (IP), social emotional learning (SEL), trauma informed practices (TIP). (pgs. e20-e21).

The design of the proposed project, BEST thoroughly reflects up-to-date knowledge from research and effective practice as evidenced by the citations, and research presented and shared in the application and throughout the narrative sections (e21-30) including high-leverage practices (e36), utilizing inclusive pedagogy (e36) and Healing Centered Engagement Practitioner Certification (pg. 37).

The performance feedback and continuous improvement of the proposed project, BEST uses an exceptional equity-driven continuous improvement approach to undertake measurable, sustainable, and scalable improvements. Additionally, BEST will utilize a continuous improvement coordinator (CIC) who will lead this improvement process in in close collaboration with the grant leadership team, external evaluators, and members of stakeholder groups are thoroughly integral to the

design of the proposed project. Moreover, data will be collected using both quantitative and qualitative methods for the expected outcomes related to proposals of the grant/project. (pgs. e30-e31).

Weaknesses:

No weaknesses were noted.

Reader's Score: 30

Sub

1. Overview Statement

General:

The proposed project includes goals and objectives that are measurable and list outcomes that they want to achieve through the grant proposal. The comprehensive project adequately sets out to improve teaching and learning by using rigorous academic standards to engage students. The project adequately reflects current research and classroom practices to assist students. The proposal includes an adequate plan to ensure performance feedback to drive continuous improvement within the proposed project. The proposal is designed to build capacity however it is unclear if the proposal can yield results that will extend beyond the period of the federal 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:

The proposed project, BEST has thoroughly documented the extent to which the methods of evaluation found within the study that it will utilize to achieve the objectives of the proposed project are both valid and reliable. The valid and reliable performance data on relevant outcomes to address the research questions, Bellwether and Trek Consulting will collect data from existing administrative sources; project-created survey instruments designed to measure participant perceptions and instructional practices; interviews and focus groups of residents, mentor teachers, graduates, district staff, and BEST faculty (pg. e54).

The proposed project, BEST has thoroughly documented within the narrative of the grant and in the evaluation subsection, how the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (pgs. e58-e61). Additionally, Bellwether will conduct an implementation study to provide performance feedback to BEST leaders (e58) and researchers will analyze all resident, mentor, and BEST graduate survey data using descriptive methods (pg. e59).

Weaknesses:

No weaknesses were noted.

Reader's Score: 20

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

The application demonstrates adequate utilization of methods that will provide valid and reliable performance data that relates to the outcomes of the grant. The applicant used evaluation methods that were adequate and appropriate to the goals 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:

The proposed project, BEST does document adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant/lead organization, including technology, Wi-Fi, the university's library resources, subject tutoring, writing assistance, and study skills workshops, Center for Bilingual/Multicultural Studies, the Chico STEM Connections Collaborative (CSC2), the REACH Student Success Center supports first-generation and historically underserved students (pgs. e45-e47).

The proposed project, BEST does document and provide evidence within the narrative of the grant application – how the BEST Teacher Residency Program's budget is strategically structured to ensure that the staff can effectively meet the program's four overarching goals and project objectives (e47).

BEST does provide details (a 5-year budget) and evidence to support that the associated costs (Personnel, Operating Expenses, Travel, Contractual, Participant Support, and Indirect Rate) are reasonable in relation to the objectives, design, and potential significance of the proposed project. (pgs. e48).

BEST, the proposed project adequately demonstrates that it has the resources to operate the project beyond the length of

the grant by leveraging the California Teacher Residency Grant funds to secure essential funding to ensure that teacher residents continue to provide financial assistance for stipends, tuition support, and resources necessary for successfully implementing the residency program. (pg. e48). Additionally, BEST provides evidence of letters of support to demonstrate the commitment of partners and provide documented evidence of the commitment of broad support from stakeholders which is critical to the project's long-term success. (pgs. e48-49).

BEST, the proposed project does provide evidence of relevant and demonstrated commitment from partners (Letters of Support) in the proposed project to justify and document their support of the implementation and success of the project. (pgs. e49-e52).

Weaknesses:

No weaknesses were noted.

Reader's Score: 30

Sub

1. Overview Statement

General:

The organization demonstrates adequacy of support regarding facilities, equipment, and supplies. The application presents a reasonable budget that is adequate to support the objectives, design, and significance of the proposed project. The application did present relevant letters of support and commitment from key partners of the proposed project; however, the application provided limited information to support that it has the resources to operate the project beyond the length of the grant.

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:

The proposed project, BEST documented and provided evidence regarding the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including providing evidence of clearly defined responsibilities, timelines, and milestones for accomplishing the project tasks associated with the project - BEST. The project adequately demonstrated that within the scope of the management plan – that it incorporated major roles and a major voice in decision-making for each partner in a collaborative design that builds on the functions of each and brings them together in a comprehensive effort focused on achieving major reforms (e39). Moreover, regarding the Teacher Residency Program - the scope of Table 3 the Goals, Objectives, Milestones, Timelines, and Responsibilities were provided (pgs. 40).

To ensure continuous improvement of the BEST Residency Program, feedback will be generated and used for continuous improvement via a comprehensive and systematic approach. External evaluators from Bellwether and Trek Consulting have collaborated with the BEST Leadership Team to develop a rigorous, mixed-methods evaluation plan. BEST will report findings and seek feedback within the unit's governance structure and in addition, BEST will use multiple levels of feedback to incorporate innovations that can be scaled and sustained (pg. e45).

Weaknesses:

However, the BEST program did not provide measurable evidence of a recruiting plan that it would use to increase the diversity of qualified teacher candidates entering the Grow Your Own- teacher workforce.

Reader's Score: 19

Sub

1. Overview Statement

General:

The application presents an adequate management plan to achieve the objectives of the project proposal on time and within the provided budget. The application adequately addressed the defined responsibilities, timelines, and the utilization of milestones to indicate the accomplishment of project tasks. The proposed project incorporated adequate procedures for feedback and ongoing improvement throughout the duration of the initiative.

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) BEST, the proposed project provided exceptional evidence that it focused on designing a high-quality, recruitment, outreach, and teacher preparation program, offering a clinical experience in high-needs schools that incorporated best practices for attracting and supporting underrepresented teacher candidates. (pgs. e33-e34)

BEST provided exceptional documented evidence that it has in place a focused pipeline to ensure underrepresented teacher candidates are represented in the admissions process, placement, and retention by collaborating with partner districts on admissions goals, anchoring a commitment to hire program graduates, and developing ongoing local PD to create a resilient educational ecosystem where teacher candidates and mentor teachers will experience long term capacity building and lasting positive impacts. (pgs. e33-34)

Weaknesses:

No weaknesses were 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:

BEST exceptionally details a project that is designed to increase the proportion of well-prepared, diverse, and effective educators serving students with teachers holding certification in a shortage area by centering best practices that foster engagement and create value for aspiring educators of color in teacher preparation programs to implement evidence-based practices for advancing student success for underserved students (e35).

Weaknesses:

No weaknesses were 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:

The BEST Project, for their Teacher Residents (TRs) and their Mentor Teachers (MTs) exceptionally addressed and provided details of how it will foster a sense of belonging and inclusion for underserved students by utilizing a SEL (Social-Emotional-Learning) Curriculum, an inclusive pedagogy (IP), and trauma informed practices (TIP) (pgs. e35-e38).

BEST adequately addresses how it will implement evidence-based practices for advancing student success for underserved students by focusing on these comprehensive strategies (inclusive pedagogy, SEL, TIP), including the incorporation of advanced certifications such as the Healing Centered Engagement Practitioner Certificate. (e35)

BEST through professional development, dedicated coursework, specific trainings will improve the retention of fully certified educators in high-need schools. (pgs. e35-e38)

Weaknesses:

No weaknesses were 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:

The BEST program exceptionally demonstrates that it proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students and that it examines the sources of inequity and inadequacy through pedagogical practices in the educator preparation program. (pgs. e38-e39).

Weaknesses:

No weaknesses were 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:

Invitational Priority 1 – Not Addressed

Weaknesses:

However, the BEST program did not provide measurable evidence of a recruiting plan that it would use to increase the diversity of qualified teacher candidates entering the Grow Your Own- teacher workforce.

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:

Invitational Priority 2 – Not Addressed

Weaknesses:

Invitational Priority 2 – Not Addressed

Reader's Score: 0

Status: Submitted

Last Updated: 07/12/2024 04:56 PM

Status: Submitted

Last Updated: 07/12/2024 12:55 PM

Technical Review Coversheet

Applicant: Chico State Enterprises (S336S240026)

Reader #3: *****

	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	20
Adequacy of Resources		
1. Resources	30	29
Quality of the Management Plan		
1. Management Plan	20	19
Sub Total	100	97
Priority Questions		
Competitive Preference Priorities		
Competitive Preference Priority 1		
1. CPP 1	4	4
Competitive Preference Priority 2		
1. CPP 2	3	2
Competitive Preference Priority 3		
1. CPP 3	2	2
Competitive Preference Priority 4		
1. CPP 4	2	2
Sub Total	11	10
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	
Invitational Priority 2		
1. IP 2	0	
Sub Total	0	
Total	111	107

Technical Review Form

Panel #5 - TQP Panel - 5: 84.336S

Reader #3: *****

Applicant: Chico State Enterprises (S336S240026)

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:

- The project design will lead to 5 successful outcomes by following the clear goals aligned with the call (e13-14, 18-19).
- The project design will equip mentor teachers and residency students to support students' socioemotional needs and learning by using ACEs data to inform curriculum (e15).
- The project design will equip mentor teachers and residency students with the knowledge to transform instruction by centering the curriculum and professional development in inclusive pedagogy, social emotional learning, trauma informed practices, and healing centered engagement (e16).
- The project design will improve teaching and learning through a comprehensive effort with other TQP grants (e14). The project builds on knowledge from successful implementation of grants designed for building capacity in content and knowledge areas of rural educators in elementary education, special education, math education, and science education; this grant now shifts the focus to building the capacity of rural teachers for social and emotional learning and increasing diversity in teachers (e18).
- The project design will yield continuous improvement through equity-driven continuous improvement approaches (e30), a continuous-improvement coordinator position, and monthly meetings (e31).
- The project design will building capacity through programs in the 4 key areas and co-teaching (e32).

Weaknesses:

- While the program design will build capacity over the 5 years of the grant that will be sustainable by the teachers post-grant, it did not address financial viability post-grant, which makes it likely that the program could continue post-award (e32).

Reader's Score: 29

Sub

1. Overview Statement

General:

The application's project design is adequate. The demonstrated rationale and logic model are exceptional. It exceptionally specifies the goals, objectives, and outcomes to be achieved and how they will be measured. The design is part of an exceptional comprehensive effort to improve teaching and learning, and it exceptionally reflects up-to-date knowledge from research and practice. The design for performance feedback and continuous improvement is exceptional. The project is adequately designed to build capacity and yield results sustainably.

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:

- The evaluation plan will provide valid data by using outside evaluators (Bellwether and Trek Consulting) and implanting two studies (implementation and impact studies) (e52) using validated data collection tools (district data, EdQ surveys) (e56) as well as tools developed for this project (surveys, focus groups).
- The evaluation plan will provide reliable and appropriate data by including two types of studies (e53). These studies will provide data for different purposes, creating a rich understanding of the success of the project from implementation fidelity to participant perceptions to classroom outcomes (e52).
- The evaluation plan will be thorough and feasible by following the data collection timeline (e54). The timeline lays out a semester-by-semester plan for data collection throughout the five-year grant cycle, ensuring all residents and mentors are both surveyed and observed.
- The methods of evaluation will provide thorough results by using multiple sources of data clearly planned (e55-57). All research questions have multiple sources of data, including quantitative data like administrative statistics, and qualitative data, like focus group and interviews.

Weaknesses:

None

Reader's Score: 20

Sub

1. Overview Statement

General:

The application's evaluation plan is exceptional. The methods of evaluation will provide exceptionally valid and reliable performance data. Additionally, the methods of evaluation are exceptional in their thoroughness, feasibility, and appropriateness to the goals, objectives, and outcomes of the project.

Sub

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:

- The project will be successfully implemented over the grant cycle by the efficient use of existing resources and personnel. The faculty at Chico State are working on the grant are funded by the University, and the University provides multiple resources for students, including a Center for Bilingual/Multicultural Studies and the REACH Student Success Center. (e47).
- The budget will be sustainable due to multiple sources of funding, including designing it as an apprenticeship model, which provides access to additional sources of funding. The program will run alongside the California Teacher Residency Grant that provides support for stipends and tuition and the Math and Science Teacher Initiative (e48, 51).
- The project will be sustainable due to strong partner commitments. State and local LEA's are also invested and representatives from these agencies participate in already-established advisory board meetings (e49-52).

Weaknesses:

- While the project will have many resources available, budget sustainability could impact the longevity of the residency design negatively (e32).

Reader's Score: 29

Sub

1. Overview Statement

General:

The application demonstrates adequate resources for the proposed projects. The adequacy of support is exceptional. The budget is exceptional both in explanations for supporting personnel, travel, materials, and other costs and the reasonable costs in relation to the design of the project. The relevance and demonstrated partner commitment is also exceptional. The proposal has an adequate plan for operating the residency project beyond the length of the grant.

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:

- The management plan will achieve objectives through the oversight by an advisory board that is dedicated to, and has already proven to, include partner voices in making major decisions in a collaborative manner (e40).
- The management plan will be on time and within budget due to the timeline with a clear plan of leadership. Each strategy, activity, and milestone has a timeline and group or individual responsible for the task, and each goal is represented and planned for (e40-42).
- The management plan will ensure the feedback and improvement cycle through the list of personnel responsible at each step. Key personnel have grant management experience and responsibilities are divided up according to time allocated to the project (e42-44).

Weaknesses:

- The management of the budget for the resident stipends does not align with the budget (Requested funds of \$3,120,000 in Teacher Resident Living Stipend Loans where \$26,000 will be for 15 residents to the total of \$390,000 in years 1 and 5. \$52,000 is requested for 15 residents in years 2-4), leaving doubt on the budget management (e191 part 8).

Reader's Score: 19

Sub

1. Overview Statement

General:

The project has an adequate management plan for the proposed project. The plan is adequate in its ability to achieve the objectives. The plan is exceptional in its ability to ensure 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:

- The project will increase teacher diversity by forming recruiting partnerships to bring candidates to a Hispanic-Serving Institution (e9, e34).
- The project will improve teacher and student learning by supporting underrepresented candidates in the best practice of field-based research (e23).
- The project will improve teacher and student learning by supporting underrepresented candidates in the best practice of co-teaching (e29).
- The project will improve teacher and student learning by reforming the curriculum in four key ways: integrating inclusive pedagogy (IP), social emotional learning (SEL), trauma informed practices (TIP), and healing centered engagement (HCE).
- The program will improve the diversity of teacher candidates by implementing EDI marketing strategies (e34).

Weaknesses:

None

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 project will increase prepared and effective teachers who can address their students' social and emotional needs by reforming their curriculum to focus on four key tenets into the residency: inclusive pedagogy (IP), social emotional learning (SEL), trauma informed practices (TIP), and healing centered engagement (HCE) (e21).
- The project will increase teacher preparedness with an advanced certification in healing centered engagement (e22).
- The project will increase teacher preparedness by enriching enriched the "school site- based professional development activities focusing on social emotional learning, trauma informed practices, and healing centered engagement, as well as best practices in teaching English language learners and students with disabilities, all of which will be available to both TRs and mentor teachers" (e22).

Weaknesses:

- While the project has a clear goal of increasing well-prepared, diverse, and effective educators, no measurable objective is included in the narrative, leading to a minimally measurable goal (e35).

Reader's Score: 2

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:

- The project will meet student social, emotional, and academic needs and foster belonging by integrating inclusive pedagogy (IP), social emotional learning (SEL), trauma informed practices (TIP) and healing centered engagement (HCE) (e35-38).
- The project will improve retention of teachers in the shortage area of elementary teachers (e35).

Weaknesses:

None

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:

- The project will promote equity by targeting underserved elementary students (e35).
- The project will “equip educators with the skills necessary to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments” by revising their curriculum and PD supports (e39).

Weaknesses:

None

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:

Weaknesses:

Reader's Score:

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:

Weaknesses:

Reader's Score:

Status: Submitted
Last Updated: 07/12/2024 12:55 PM