

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

Status: Submitted

Last Updated: 07/12/2024 04:08 PM

## Technical Review Coversheet

Applicant: Research Foundation CUNY on behalf of Lehman College (S336S240066)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	25
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	20
<b>Adequacy of Resources</b>		
1. Resources	30	28
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	93
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	3
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	3
<b>Competitive Preference Priority 3</b>		
1. CPP 3	2	2
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Sub Total</b>	11	10
<b>Invitational Priorities</b>		
<b>Invitational Priority 1</b>		
1. IP 1	0	0
<b>Invitational Priority 2</b>		
1. IP 2	0	0
<b>Sub Total</b>	0	0
<b>Total</b>	111	103

# Technical Review Form

Panel #9 - TQP Panel - 9: 84.336S

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

Applicant: Research Foundation CUNY on behalf of Lehman College (S336S240066)

## 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 presents a comprehensive logic model (page e14) which connects the activities with outputs, outcomes, and evaluation. This connection will provide a consistent guide for the project to be successful and stay on task to close the gaps they have identified. (5 points awarded.)
- (ii) The project's goals, objectives, and outcomes are presented in a table with sufficient connection between those activities as well as relevant objectives back to the overall project goal of filling teaching shortages (pages e15-17). The applicant's clear presentation of the connection between goals, objectives, and outcomes will provide potential for the project to be successfully developed and implemented. (5 points awarded.)
- (iii) The applicant demonstrates that the current efforts for the teacher preparation program will be enhanced with Thank Goodness It's Friday virtual sessions, study workshops to prepare for the state licensure exams (pages e19-20). Selecting current teachers to be trained for administration and leadership positions also supports the applicant's assertion of a comprehensive effort in the school system (pages e21-22). The details provided present a confident framework that this project has potential to become part of the overall initiative in teacher training. (5 points awarded.)
- (iv) The applicant uses extremely recent (i.e., 2019, 2021, and 2023) studies to support their proposed project (page e22). The strong relevance of the research, especially in student engagement in micro-credentialing, will provide a solid foundation for this project. (5 points awarded.)
- (v) The evaluation plan includes weekly meetings for the management team to meet and make appropriate adjustments to the program. This feedback involves the external evaluator Metis Associates (page e26) and provides a good starting outline to provide feedback and continuous improvement for the project. (3 points awarded.)
- (vi) The applicant states to be invested in the continuation of this residency approach to teacher development (page e26). Additionally, there is support from the School of Education's Dean's office that ensure that all faculty and school partners have access to the impacts of this project (page e27). This is a strong initial start to a comprehensive plan for building

capacity and disseminating results. (2 points awarded.)

**Weaknesses:**

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) No weaknesses noted.

(v) Details are needed around the collection of feedback (page e26). There is no mention of the instruments for the student feedback collection nor how that will be analyzed before presenting the results to the management team.

(vi) There is a lack of details on the plan for continuation of this project other than the statement of support (pages e26-27). Additionally, there does not appear to be a plan for dissemination beyond the applicant's institution.

**Reader's Score: 25**

**Sub**

**1. Overview Statement**

**General:**

The applicant demonstrates the quality of project design in adequate ways. The application identifies diverse teacher candidate recruitment and well-grounded training in Early Childhood Bilingual, Special Education, and secondary content education as part of an overall initiative to positively impact job retention, increase student achievement, and promote student socio-emotional well-being. The applicant's incorporation of micro-credentialing will support this project's goal. The incorporation of feedback and continuous improvement builds on the ability to build capacity and yield results for others, however, the lack of data collection instrument identification and details on the continuation plan are needed to demonstrate comprehensiveness.

**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 has retained a strong external evaluator Metis Associates as a partner to provide independent research and evaluation, which has ample experience to conduct this research (page e27). The research questions and data sources, such as institutional data, surveys, and focus groups, which will be used to evaluate the activities to answer those research questions (pages e30-34) are reliable and valid. (10 points awarded.)

(ii) The external evaluator has a strong and comprehensive evaluation plan for the proposed project. Using relevant research methodologies, such as institutional data collection, teacher certification test scores, observations, surveys, and focus groups, the applicant provides a comprehensive approach to providing thorough, feasible, and appropriate

connections to project goals, objectives, and outcomes (pages e30-34). (10 points awarded.)

**Weaknesses:**

- (i) No weaknesses noted.
- (ii) No weaknesses noted.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The applicant demonstrates a high-quality evaluation plan which is excellent in presentation and organization. The plan presented regarding methods of evaluation will provide valid and reliable performance data on the project's teacher and leadership preparation outcomes. The evaluation plan also provides a strong and comprehensive approach to the 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 applicant will provide all dedicated office supplies and equipment as well as a location for the project on campus (page e37). There are excellent staff identified and will ensure the project has strong support and connections with other initiatives on campus addressing teacher and leadership training (page e38). (6 points awarded.)
- (ii) The proposed budget narrative asserts that 31% of the requested salary for personnel and 50% is dedicated to stipends for teacher and leader fellows (page e40). The year-long paid residency will be strongly supported by the dedication of this funding. (4 points awarded.)
- (iii) The budget makes a strong case for the costs associated with a living wage in New York City, the costs reasonable for the fellows, and a full support of the activities for this proposed project (pages e40-41). (6 points awarded.)
- (iv) The applicant not only is dedicated to the long-term establishment of this project but has included project stakeholders, a communications plan, and an advisory board all focused on dissemination of results and the sustainability

of this project (pages e43-44). The local term importance given to this project as well as the proximity given to the project's office location provide confidence that the project will be sustained beyond the grant funding. (6 points awarded.)

(v) Each of the partner schools and community organizations as well as the IHE applicant has presented MOU conditions and written support for the project's implementation and success (pages e41-47). (6 points awarded.)

**Weaknesses:**

(i) No weaknesses noted.

(ii) The budget narrative does not indicate the institutional versus federal support for the budget. While the numerical budget does indicate this, this proposal would be stronger with a narrative justification regarding which resources are available and used from which sources.

(iii) No weaknesses noted.

(iv) No weaknesses noted.

(v) No weaknesses noted.

**Reader's Score: 28**

**Sub**

**1. Overview Statement**

**General:**

The applicant demonstrates their adequacy of resources in adequate ways. Facilities, equipment, supplies and human sources, as well as a adequate proposed budget support this project's activities and overall goal to prepare teachers and leaders in the targeted school district, however, clear identification between the costs in-kind and those requested from this grant funding need to be addressed in the budget narrative. The costs proposed are reasonable with a strong plan to operate this project beyond the funding period. Each partner in this proposed project is committed to the multi-year model to develop and successfully implement 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 applicant presents a table outlining the timeline, activities, and responsible personnel and how they are related for the completion of the project (pages e48-52). Adding to this well-presented table is an additional comprehensive table with the timeline and responsibilities for the micro-credentialing implementation (pages e52-53). These tables provide an excellent outline and implementation plan for the project activities to be completed on-time and within budget. (10 points awarded.)

(ii) The evaluation plan will oversee the monitoring of project outcomes through teacher progress milestones with stated touchpoints for feedback (pages e64-65). The Continuous Improvement Plan (CIP) has an established Operations Committee who will meet almost monthly to review the programs process, outcomes, and progress by the external evaluator (page e65). This feedback and continuous improvement plan are exemplary and will provide strong addition to the overall management plan. (10 points awarded.)

**Weaknesses:**

- (i) No weaknesses noted.
- (ii) No weaknesses noted.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The applicant provides an excellent management plan for the proposed project. There is a solid and comprehensive plan, including responsibilities, timelines, and milestones, to ensure that the project will be designed and implemented on time and within budget. Additionally, the applicant's proposed plan for ensuring feedback and continuous improvement is also strong.

**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) Lehman College is a Hispanic-serving institution with a strong history of producing quality teacher preparation and impacting social mobility for students who are underrepresented (page e66). The applicant also has surveys of students

who did not complete certification and has identified ways to support students who struggle (page e67). The applicant has a strong plan to address attracting, supporting, completing, and placing diverse teacher candidates. (2 points awarded.)

(b) The applicant states that the use of their own institutional research as well as the best practices evidence to improve diverse teacher candidates' admission (pages e67-68). (1 point awarded.)

**Weaknesses:**

(a) No weaknesses noted.

(b) There is a lack of discussion around the completion, placement, and retention of the diverse applications and the reforms to the teacher preparation programs.

**Reader's Score: 3**

**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 is a Hispanic-serving institution in which a focus is significantly placed on multicultural candidates and this project also has a strong approach to address the gap in multi-lingual educators to address student needs in learning and success (pages e68-69).

**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 application will provide lifetime access to socio-emotional learning tools (e70). The partnership with Upstream Education will support the project's initiative addressing mindfulness, positive psychology, and positive self-talk (page e70). The applicant has comprehensive activities to foster student belonging and inclusion. (1 points awarded.)
- (b) The applicant provides numerous evidence-based research and a grounded plan for advancing student success for underserved students. The project's approach for improving the retention of fully licensed and effective educators will address the career development for students. (1 point awarded.)

**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:**

The applicant's partnership with Greenlight for Learning, the clinical practice reflection, and the formal coursework for educators comprehensively addresses the promotion of equity and access to resources and serving students through early learning and elementary education.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 2**

## Invitational Priorities - Invitational Priority 1

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

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

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

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

#### Strengths:

N/A

#### Weaknesses:

N/A

Reader's Score: 0

## Invitational Priorities - Invitational Priority 2

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

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

- (a) Intentional collaboration for systemic alignment for continuity of services, supports, instruction, relationships, and data sharing across K-2;
- (b) Effective and intentional transitions into kindergarten and through the early grades;

(c) Instruction informed by child development and developmentally informed practices;  
(d) Partnerships with parents, families and caregivers to allow successful family engagement and everyday school attendance.

**Strengths:**

N/A

**Weaknesses:**

N/A

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   07/12/2024 04:08 PM

Status: Submitted

Last Updated: 07/12/2024 04:48 PM

## Technical Review Coversheet

Applicant: Research Foundation CUNY on behalf of Lehman College (S336S240066)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	27
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	19
<b>Adequacy of Resources</b>		
1. Resources	30	25
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	91
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	3
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	3
<b>Competitive Preference Priority 3</b>		
1. CPP 3	2	2
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Sub Total</b>	11	10
<b>Invitational Priorities</b>		
<b>Invitational Priority 1</b>		
1. IP 1	0	0
<b>Invitational Priority 2</b>		
1. IP 2	0	0
<b>Sub Total</b>	0	0
<b>Total</b>	111	101

# Technical Review Form

Panel #9 - TQP Panel - 9: 84.336S

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

Applicant: Research Foundation CUNY on behalf of Lehman College (S336S240066)

## 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) Resources, inputs, short-term and long-term data will be collected, which are outlined in the details of the logic model. (e14) The rationale of the LUTE-MULTI project aims to address the critical need for a diverse teacher workforce in the Bronx. (e13) The overall project design of the logic model to include the objectives and goals are aligned closely with the needs of the target population. (+5)
- ii) The proposed project contains goals, objectives, and outcomes that are measurable and doable if implemented with fidelity. The goals are grounded in the work of the Government Performance and Results Act (GPRA). (e15) The three guiding goals are specific and measurable. Incorporating the years of the specific goals supports the monitoring and evaluation of the goals. (e15-17) (+5)
- iii) The proposed project provides specific teaching and learning strategies to support academics of students. For example, the project, LUTE-MULTI is designed to prepare both future teachers and building leaders who speak a common language of teaching and learning, consider the whole student by addressing social/emotional as well as academic needs of elementary and secondary students in high need schools. Meeting the whole child presents opportunities for the students to achieve at higher levels. (e19) (+5)
- iv) The four key components infused in the proposal, if well implemented, would provide opportunities to meet the targeted goals within the proposed time frame. (e22) Additionally, vetting the candidates and establishing criteria demonstrates a specific target group of qualified, committed educators. Sustainability is key to retention and the two-prong approach supports this effort. (e22). The cited research is indicative of the up-to-date knowledge that would be needed to effect practice. Mindfulness strategies as cited (e.g., Neff, 2023), is another up-to-date area that is critical to address. (e24) (+5)
- v) The proposed project includes activities to support the entry through the exit of the program with intensive support provided along the journey. (e26) For example, the project LUTE-MULTI will employ a Continuous Improvement Plan (CIP) with activities designed to provide steady, consistent improvement. (e26) Providing this type of support will afford the participants the opportunity to maximize growth and development. (+5)

vi) The proposed project shares partners who will build the capacity of the participants during the implementation of the proposal. (e45)(+2)

**Weaknesses:**

- i) None were noted.
- ii) None were noted.
- iii) None were noted.
- iv) None were noted.
- v) None were noted.
- vi) Although listed, the application does not provide specific descriptions of how the capacity will yield results that extend beyond the period of the Federal financial assistance. (e45) A consideration would be to outline the goals to the years of implementation and add a column for the years beyond the potentially provided finance assistance. (-3)

**Reader's Score: 27**

**Sub**

**1. Overview Statement**

**General:**

The proposed project demonstrates an adequate rationale and provides a thorough logic model. The goals, objectives and outcomes to be achieved by the proposal are clear and measurable. The proposed project demonstrates a detailed effort to improve teaching and learning for students. The research reflected in the proposed project is up-to-date and embeds sound practices. Feedback for continuous improvement is outlined throughout the project. The project provides limited details about the operation of the grant beyond the length of the grant.

**Reader's Score:**

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

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

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

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

**Strengths:**

- i) The LUTE-MULTI proposal plans to use the services of Metis to support the evaluation of the program. (e27) According to the applicant, Metis has a more than 45-year history working with the NYCPS and has requested, accessed, and analyzed student demographic and achievement data from the NYCPS. (e27) (+9)
- ii) The methods of evaluation are adequate and appropriately aligned to the goals, objectives, and outcomes of the proposal. (e28-35) Additionally, according to the applicant the outcome evaluation activities will examine the extent to which the program is meeting desired outcomes, including performance and GPRA measures and will be reported on both a formative and summative basis. (e28)(+10)

**Weaknesses:**

- i) Metis is one organization who will support the evaluation of the plan. To evaluate the project's effectiveness, which needs to be grounded in research, consider adding the WWC standards with or without reservations as described in the WWC Handbook. (e27-28) (-1)
- ii) None were noted.

**Reader's Score: 19**

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

Sufficient evidence of an evaluation plan that is grounded in research that, if well implemented, will produce evidence about the project's effectiveness. The evaluation plan contains limited detailed information on the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Formative and summative data will be collected.

**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 proposal includes the location and the facilities, equipment and supplies that will be offered from the organization. (e38) The locations such as the Academic and Campus Technology Support Services/Office of Digital Inclusion, The Lehman Leonard Lief Library, and The Academic Center for Excellence provides hands-on resources to include material and human resources. Affording participants the opportunity to have both material and human resources in one location is convenient and provides maximum use of time. (e38 -39) (+6)
- ii) The proposed budget includes the specific percentage areas that the budget will be allocated to. For example, 50% of the budget will serve as stipends for the residents, 2% will cover administrative costs and 6% will be for consultant fees. (e40) \$60,000 will be the basis for the stipend cost over a 12-month period and \$10,000 will be distributed quarterly for the Leadership Fellows. (e40) Aligning the budget to the specific costs provides the applicant with a clear picture of how the monies are effectively used throughout the plan.(+5)
- iii) Costs are supporting logistical matters such as travel, supplies, consultants, etc. (e40-41)

Also, the proposed plan will provide new cohorts with the needed resources for the program. (pages e41-42). The proposal provides a plethora of ideas on how to use instructional resources, especially in technology which is appropriate for the 21 st century learner. (+4)

iv) There are several strategies listed to sustain the academic component of the proposed project. (e43) Some of the strategies include the Stakeholder learning and contribution and Project communication which if implemented properly, will establish clear expectations through learning and communication. (e43). +4)

v) The proposed project notes that community supporters will partner with NxtGEN to ensure the successful implementation of the project. (e44-45) Furthermore, the Bronx District 10 Superintendent's Office, LUTE-MULTI will identify school partnerships to provide learning experiences for the Fellows and Teachers through signing a MOU to include hosting teachers during the summer. (e44) (+6)

**Weaknesses:**

i) None were noted.

ii) The budget isn't noted under the area identified as: The extent to which the budget is adequate to support the proposed project. (e40.) There is an incomplete sentence that does not identify the cost under this section making it challenging to determine the extent to which the budget is adequate without looking in another area of the proposal. (e40) (-1)

iii) The applicant provides limited evidence to describe the relation to the objectives, design and potential significance of the proposed project. (e41-42) Consider the cost of the on-going professional development offered by personnel other than consultants. For example, mentors, coaches, etc., provided with a stipend for their services to the Fellows and Teachers? (-2)

iv) There is limited evidence to determine that the applicant demonstrates that it has the resources to operate beyond the length of the grant for multi-year financial operation. (e43) Providing a chart or detailed outline for 2 to 3 years beyond the grant on how the plan can be sustained financially would help to determine the operations beyond the length of the grant. (-2)

v) None were noted.

**Reader's Score: 25**

**Sub**

**1. Overview Statement**

**General:**

The adequacy of resources was vague and did not provide specificity. The budget is provided with some details. The costs are reasonable in relation to the objectives and design of the project. The applicant provided limited details that the project will operate 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:**

- i) The project includes a management plan with a clear timeline, project milestones and activities, and responsible parties included. (e48). The applicant provided an organizational chart which also outlines the flow of the goals. (e54) The chart is reader friendly and very detailed which provides opportunities for clear and consistent monitoring throughout the project. (+10)
- ii) To ensure feedback and continuous improvement in the operation of the proposed project, the applicant lists two strategies: Monitoring outcomes and Reviewing program progress. (e64-65). Assessments of the teacher's progress will foster opportunities for immediate feedback and adjustments. (+10)

**Weaknesses:**

- i) None were noted.
- ii) None were noted.

**Reader's Score: 20**

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

The management plan provided included articulated goals, objectives and outcomes that are clearly measurable. In addition, the management plan is provided to address timelines, milestones, activities and responsible Party. The responsibilities for the key personnel are clearly listed in a chart format (e48). In addition, the applicant provides a detailed management chart including objectives, activities, timelines, personnel and milestones that are outlined for clearly accomplishing project tasks.

**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 LUTE-MULTI project aims to increase the number of highly qualified, bilingual, and dual certified Special Education teachers in high need schools in the Bronx. (e66) The recruitment efforts will focus on attaining 60 diverse leader candidates for the project. (e66) (+2)
- b) The project aims to retain diverse teachers and leaders during vulnerable times throughout the implementation of the project. (e67-68) (+1)

**Weaknesses:**

- a) None were noted.
- b) Although the project aims to retain the candidates, there is limited information to determine that adjustments will be made to ensure underrepresented teacher/ leader candidates are fully represented in admission and placement. (e68) (-1)

**Reader's Score: 3**

**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:**

Strengths:

The LUTE-MULTI project positions to increase the number of highly qualified, bilingual, and dual certified Special Education teachers in high need schools in the Bronx. (e69) The applicant details that the LUTE-MULTI will leverage the expertise of faculty toward building a culturally responsive, holistic approach to supporting a diverse workforce of effective educators of multilingual learners and their families. (e69) (+3)

**Weaknesses:**

None 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:**

- a) The proposed project includes evidence of fostering a sense of belonging and inclusion for underserved students by partnering with Upstream Education to meet the student's social, emotional, and academic needs. (e70) (+1)
- b) Referencing (Braun, Schonert-Reichl & Roeser, 2020), the proposed project plans to equip the educators with the tools and strategies that govern Social Emotional Learning. (e71) (+1)

**Weaknesses:**

- a) None were noted.
- b) None 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:**

- a) The proposed project demonstrates the potential to promote educational equity and adequacy in resources and opportunity for teachers and leaders by reestablishing a sustained collaboration that will redesign their clinical fieldwork and residency feedback cycles into the NGSTF, to focus more on equity in race, ethnicity, culture, language, and disability status. (e72) The coursework that will be offered focuses on Special Education strategies and requirements. (e73). (+1)
- b) The proposal includes the partnership with a national comprehensive, multi-organizational collaborative charged with the mission to attract, train, and retain high quality, diverse teachers for underserved communities. (e72) (+1)

**Weaknesses:**

- a) None were noted.
- b) None 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:

N/A- Invitation Priority 1 was not addressed.

#### Weaknesses:

N/A

Reader's Score: 0

### Invitational Priorities - Invitational Priority 2

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

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

**strategies:**

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

**Strengths:**

N/A - Invitational Priority 2 was not addressed.

**Weaknesses:**

N/A

**Reader's Score:      0**

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**Status:**                Submitted  
**Last Updated:**      07/12/2024 04:48 PM

Status: Submitted

Last Updated: 07/12/2024 03:52 PM

## Technical Review Coversheet

Applicant: Research Foundation CUNY on behalf of Lehman College (S336S240066)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	27
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	19
<b>Adequacy of Resources</b>		
1. Resources	30	25
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	91
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	3
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	3
<b>Competitive Preference Priority 3</b>		
1. CPP 3	2	2
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Sub Total</b>	11	10
<b>Invitational Priorities</b>		
<b>Invitational Priority 1</b>		
1. IP 1	0	
<b>Invitational Priority 2</b>		
1. IP 2	0	
<b>Sub Total</b>	0	
<b>Total</b>	111	101

# Technical Review Form

Panel #9 - TQP Panel - 9: 84.336S

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

Applicant: Research Foundation CUNY on behalf of Lehman College (S336S240066)

## 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 will increase teachers who serve multilingual/bilingual and students with disabilities (page e13). The logic model provides resources, activities, outputs, and short-term/long-term outcomes, complete with quantifiable performance measures (page e14). Data in the proposed plan indicate that 60% of households in the Bronx primarily speak a language other than English at home, and almost a quarter of public school students in the borough receive support for English as a New Language (ENL). In New York City Public Schools (NYCPS) District 10, 21% of students are classified as ENL (page e18). Demographics are changing and this proposed plan carefully considers a plan to support students and the community.

(ii) The proposed project includes four core goals, clear objectives, and measurable outcomes for each grant year for resident teachers and leadership fellows (pages e15-17). The specific details allow team members and stakeholders to easily monitor progress on the plan, independently and collectively. Including quantitative specifics such as "in years 2-5, at least 93% of Leadership Fellows in each cohort will earn an M.S. Ed. or advanced certificate in school building leadership or school district leadership from Lehman," are clear measures that can not only inspire the team but provide a quick accountability view.

(iii) The proposed project will include field-based research in collaboration with school and community agencies as Leadership Fellows develop their skills and capacities in both campus and school-based contexts, working with education leaders, teachers, counselors, other staff, parents, and students (page e19). This focus is critical to equity-centered leadership. In the proposed project, residents and fellows earn micro-credentials in summer learning institutes on social-emotional learning (SEL), high-quality planning and instruction, and multilingualism in educational settings in the summer; attend (residents) and deliver (Fellows) professional learning connected to the SEL, multilingualism, and preparing for high-quality instruction for diverse learners in the fall and meet for coaching sessions; and participate in test preparation workshops for NYSDE examinations, including meeting for coaching sessions and receiving feedback on a videotaped lesson from a critical friend, and in the spring lead case study discussions (pages e19-20). The comprehensive effort to merge learning between the residents and Fellows is strong and the evidence-based activities provide practical opportunities for deep learning, exploration, and reflection on real content. Additionally, residents and leadership fellows

will design, plan, and implement action research projects relevant to them, presenting a real opportunity to learn more about their school communities and explore new strategies in context (page e21). These practical opportunities provide the space needed to problem-solve authentic daily experiences. The proposed project will recruit candidates from four opportunities, increasing recruitment and expanding the diversity of candidates (i.e., Lehman College students with education as a minor, New York City Men Teach, Careers in Teaching, and LUTE TOC programs, students who transfer into Lehman College from local community colleges with whom the SOE has articulation agreements, and students who transfer into Lehman College from other colleges and/or community colleges without articulation agreements) (pages e20-21). These diverse pathways create an opportunity to introduce this program and teaching to diverse individuals.

(iv) The application includes current up-to-date knowledge on research and effective practice for year-long residences in high-need schools, differentiation and remediation, inclusive strategies, co-teaching, and SEL strategies (pages e20, 22-24). Using evidence-based strategies provides a greater propensity to meet the goals of the program.

(v) Accountability in the proposed project will extend beyond five years to provide additional support (pages e25-26). In the proposed project, an Operations Committee will manage a “Continuous Improvement Plan (CIP)” to provide consistent improvement in weekly meetings. Using the reports from the external evaluator will allow the committee to focus on needed improvements and offer diverse perspectives (page e26). These are strong practices because they will likely reduce bias.

(vi) The proposed project will share the micro-credentials created by the residents and Fellows, with the school of education for future coursework (page e27). This collaboration and inclusion will provide a consistent infusion of innovative ideas for current and upcoming teacher candidates, adding a practical element to theoretical learning. In addition, the action research project could be used to create new strategies or programs within schools to support students or families. This part of the proposed plan demonstrates putting learning into action and mirrors the plan-do-study-act model, which is an evidence-based successful practice worthy of replication.

#### **Weaknesses:**

(i) The proposed project plan includes a limited rationale for the need. It does not include any data about the number of teacher vacancies in critical areas or the performance level of students (page e13). Knowing this information will determine the extent of the problem and can provide specifics about where to target recruitment efforts.

(ii) There is no evidence of any weaknesses for this subfactor.

(iii) There is no evidence of any weaknesses for this subfactor.

(iv) There is no evidence of any weaknesses for this subfactor.

(v) There is no evidence of any weaknesses for this subfactor.

(vi) The proposed project does not specify how capacity built with Fellows will support the schools and LEA overall or how the proposed project will impact a career leader for educators within the district; it only indicates a desire to sustain the project, without any plan or results (page e26). Specifically, there are no concrete plans for financial sustainability beyond five years in the proposed plan. Without these details, it is difficult to determine the full value of the proposed project.

**Reader's Score: 27**

#### **Sub**

##### **1. Overview Statement**

#### **General:**

The Lehman Urban Transformative Education: Multilingual Teachers and Leaders for the Bronx (LUTE- MULTI) proposed project is to increase teachers who serve multilingual/bilingual and students with disabilities. Although the rationale is not compelling with data measures of impact, the quality of the project design is adequate. The logic



**Sub**

model includes resources, activities, outputs, and short-term/long-term outcomes, complete with quantifiable performance measures. In addition to the clinical residences and other evidence-based practices, educators in this proposed program also earn micro-credentials, high-quality planning and instruction, and multilingualism in educational settings. A committee will oversee the project implementation and monitor oversight, and there are helpful reports to support continuous improvement. There is limited evidence of a solid sustainability plan beyond the five years.

**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 proposed project plan will use an experienced independent research and evaluation organization, with a 45-year history of success, to conduct a thorough formative and summative evaluation (page e27). Using an external evaluator reduces bias. The proposed plan will use a range of data sources, including surveys, focus groups and interviews, program records, observations, and student achievement data (pages 34-37). This triangulation of data helps to create valid and reliable performance outcomes.

(ii) The proposed evaluation is thorough, feasible, and appropriate to the goals, objectives, and outcomes of the overall proposed project. The table provided in the plan shows the alignment between those components (pages e31-34). For example, Goal 1 is to design and implement a clinically rich teacher residency program. One outcome is to recruit 15 teacher candidates in each of years 1-4, and the evaluator will use recruitment documents, applications, program data, and hiring and retention data to determine the results (page e31). This table is important as it helps to show the connection between all elements. Additionally, the proposed project will answer seven implementation questions about the quality of the strategies used for program recruitment, the quality of the program with participant attrition, perception data related to skill development, the level of effective support, the capacity of the host schools to provide high-quality experiences, overall successes/challenges, and the sustainability of the project (pages e28-29). If followed with fidelity, this evaluation will provide useful information for decision-making.

**Weaknesses:**

(i) There is no evidence of any weaknesses for this subfactor.

(ii) The proposed evaluation plan does not specify when data will be collected for all measures. Additionally, details of formative and summative reports are not fully outlined (pages e28, e48-52). Merging the timeline with all tasks and data collection methods will help to provide better oversight of the evaluation plan

**Reader's Score: 19**

**Sub**

**1. Overview Statement**

## Sub

### General:

The proposed evaluation plan is adequate and meets the Government Performance and Results Act (GPRA) outcome measures. The design includes formative and summative to determine both the effectiveness of project implementation components and outcome evaluation activities. A range of data sources include surveys, focus groups and interviews, program records, observations, and student achievement data; however, the plan does not specify when data will be collected for each measure. The selected methods provide valid and reliable performance data on relevant outcomes, but the details of formative and summative reports are not fully outlined. There is an opportunity to strengthen this area of the plan to provide better resources for continuous improvement.

### 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 proposed project plan will adequately use resources from Lehman College including technology resources, dedicated office space for key personnel, shared workspace for participants, and a conference room for meetings (page e37). Additionally, public computers, writing tutors, a library with full-text databases, and an "Education Room" with K-12 curriculum materials, including a curated Bilingual-Bicultural Literacy Collection, all for use at no cost to residents or fellows (page e38). In the proposed plan, residents and fellows will also have access to campus staff, including a Project Technician to support technology and digital inclusion services (page e38). This liaison can support the required video observations as part of the curriculum. Having in-kind support demonstrates the value of meaningful partnerships.
- (ii) The \$60,000 living wage stipend for teachers and the \$10,000 leadership fellow stipends for additional training in the proposed project plan are adequate in the budget (page e40). These components are attractive and are well-positioned to influence recruitment efforts positively. In addition, the other program elements in the budget, including professional learning, Master's degree, micro-credentials, and supplies will occur at no financial cost to participants (page e40). The focus of these items in the budget demonstrates the value of the proposed program.
- (iii) The budget adequately supports the proposed project plan, including matching funds and in-kind support from the college. Additionally, technology is provided to participants for video creation under an agreement for use in the program. This proposed plan allows for future use of the resources with additional cohorts (pages e41-42). There are many innovative instructional uses for feedback with technology and so many ways to use the cadre of resources that will be developed for learning.
- (iv) The proposed project plan includes an Advisory Board that meets twice a year to consider program improvements and

successes and plan ways to sustain the project beyond the five years (pages e26, e43-44). These strategic planning opportunities are critical for the project as they use data to make informed decisions about the future.

(v) The proposed project plan includes the MOUs for Lehman College and NYCPS, signaling a shared commitment to the proposed project goals (pages e226-236). The proposed project plan indicates support from the NxtGEN community and a commitment from the Bronx District 10 Superintendent's Office to provide Fellows an opportunity to learn leadership skills over the summer in their office (page e44). These unique opportunities are primed to yield incredible practical experiences about timely and relevant adaptive challenges.

**Weaknesses:**

(i) There is no evidence of any weaknesses for this subfactor.

(ii) The proposed budget in the plan is limited in areas. In the budget narrative, information is missing and incomplete, making it difficult for the reader to realize the full scope of the plan (pages e249-265).

(iii) There is no evidence of any weaknesses for this subfactor.

(iv) The Advisory Board does not include a range of external stakeholders that can support sustainability efforts (pages e63-64). The proposed advisory committee members represent Lehman College (9 staff), Greenlight, Upstream, and NYCPS. Adding external stakeholders with financial influence could add a new perspective to the meetings to support sustainability efforts (e.g., philanthropy representatives, SEAs).

(v) The proposal does not include MOUs for key partners, including Greenlight for Learning, Upstream Education, Certification Specialists, Metis Associates. Additionally, even though the proposal mentions collaborating with the Office of the Bronx District 10 Superintendent, the application does not include a formal MOU, letter of support, or agreement. Without these details, it is difficult to assess the partnership (page e66).

**Reader's Score: 25**

**Sub**

**1. Overview Statement**

**General:**

The support and resources in the proposed project are adequate. Partners commit to a variety of in-kind resources, which demonstrates strong support and provides meaningful resources to educators, including a curated Bilingual-Bicultural Literacy Collection that has multiple uses for the classroom. The budget is adequate and components such as the living wage and stipends demonstrate the value of the program. Some categories in the budget narrative and budget are incomplete making it difficult to realize the full scope of the budget. An Advisory Board provides insight into program implementation and outcomes and uses data to make informed decisions and adjustments. Overall, there is broad support for the proposal, but MOUs are not in the proposal for all partners, and the sustainability plan is also limited in nature.

**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 overall management plan includes specific outcomes, milestones, three timelines, and responsibilities for the proposed project plan (pages e48-52). Additionally, specifics about micro-credential implementation are included in the management, including the alignment between the micro-credentials and the summer preparation coursework (pages e52-53). The timeline for stipend payments is also included in the application, showing alignment between recruitment, courses, and payment (page e53). For personnel oversight, the proposed plan provides the resumes of key personnel, an organizational chart, and a brief overview of each position and time/effort allotment (pages e54-64). The key personnel chart shows the alignment of budget resources. The proposed management plan is detailed thorough and exceptional.

(ii) The adequacy of procedures for ensuring feedback and continuous improvement is exceptional. A strong component of the proposed plan is that data is collected throughout the program and afterward, including during coursework, in clinical residency, during teacher performance assessments, and throughout the first two years of teaching. These multiple data collection periods increase validity. Additionally, the LUTE- MULTI project will track participants through their sixth year of teaching to determine the program's impact on teacher retention and performance, providing a full picture of the program results (page e64). The program will use an Operations Committee to review implementation and process outcomes eight times a year using a Continuous Improvement Plan (CIP) and reports from an external evaluator (pages e64-65). This consistent review will yield opportunities to enhance the program throughout the year using solid timely data.

**Weaknesses:**

(i) There is no evidence of any weaknesses for this subfactor.

(ii) There is no evidence of any weaknesses for this subfactor.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The quality of the management plan is exceptional. It includes specific outcomes, milestones, timelines, and responsibilities, and shows alignment between the components and the budget. Detailed information is available about the personnel through resumes, an organizational chart, and a brief overview of the job description. Additionally, the process for ensuring feedback and continuous improvement is exceptional. An operations committee will receive the implementation and process outcomes eight times a year using a Continuous Improvement Plan and will use reports from an external evaluator to make data-informed decisions.

**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 proposed project will partner with Lehman College, a Hispanic serving institution primarily serving the Bronx community (page e66). The goal is to increase the number of highly qualified, bilingual, and dual-certified Special Education teachers in high-need schools in the Bronx by recruiting, preparing, and supporting the development of candidates who represent the racial, linguistic, and cultural diversity of the Bronx (page e66). Having educators match the language needs of the community adds to the diversity value of the community.

(b) The goal of this proposed project is to recruit those who represent the racial, linguistic, and cultural diversity of the Bronx. LUTE-MULTI will create an “on ramp” for 60 Lehman College undergraduate candidates from the diverse student population to onboard the most highly qualified into residency programs. Additionally, the program will recruit 60 prospective leaders from Bronx schools into the School Building Leaders program, centered on candidates from diverse populations (pages e67-68). This intentional recruitment strategy to bring more diverse teachers and leaders to the district has been shown to improve student academic, behavioral, and social/emotional outcomes—particularly for students of color.

**Weaknesses:**

(a) There are no weaknesses for this competitive preference priority.

(b) While the proposed program indicates two sets of groups to target for the entry, specific strategies, including how to address some of the typical challenges with recruitment, program admission, and completion (pages e67-68).

**Reader's Score: 3**

**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 increases diverse candidates through six programs: early childhood and childhood with bilingual extensions; secondary dual certifications programs in special education (Mathematics, Science, Social Studies & English Language Arts (page e21). In addition, Lehman’s M.S.Ed. program creates an on-ramp for a more diverse cohort of school leaders (page e18). These options all create multiple pathways to support underserved students. Additionally, in the proposed “Thank Goodness It’s Friday” (TGIF) virtual sessions, residents and fellows will plan and deliver professional

learning connected to Social Emotional Learning (SEL), multilingualism, and preparing for high-quality instruction for diverse learners (page e19). These are additional pathways to strengthen student learning and well-being.

**Weaknesses:**

There is no evidence of any weaknesses for this competitive priority.

**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 proposed project will partner with Upstream Education to provide lifetime access to a library of research-based social-emotional learning (SEL) tools. Upstream offers a variety of mindfulness, positive psychology, and positive-talk practices and tools; each with a scripted lesson plan, matching Google Slides presentations in English and Spanish. The Upstream Team will curate a variety of menus for relevant situations in young people's lives, including "Tools to Support Healthy Relationships" and "Tools to Address Bullying." Additionally, the professional learning sessions provide a yearlong study of five high-impact practices for supporting educators' SEL, including "Examining Identity" and "Cultivating Compassionate Curiosity" (page e71). These experiences foster a sense of belonging and inclusion for underserved students.

(b) For resident teachers, the proposed project will provide a year-long (evidence-based) clinical practicum in a high-need school to apply content and pedagogical knowledge to classroom practice, under the supervision of a qualified host teacher (page e16). For leadership fellows, the proposed project will provide a year-long clinical practicum in a high-need school to apply content knowledge and school leadership skills to practice, under the mentorship of a qualified school administrator (pages e16-17). Additionally, resident graduates will be hired as special education or early childhood/childhood bilingual education teachers by a New York City Public School or other high-need public schools (page e16). These opportunities provide multiple pathways to increase diversity in the workforce.

**Weaknesses:**

(a) There is no evidence of any weaknesses for this competitive priority.

(b) There is no evidence of any weaknesses for this competitive priority.

**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 proposed project will recruit 60 teacher residents in the fields of Early Childhood Bilingual and Elementary Bilingual Education as well as dual certification in Special Education and a Secondary content area (e.g., Math, Science, Social Studies, and English). Fellows will receive additional support to provide resources and support to increase student achievement and socio-emotional well-being in high-need schools (page e8). Earning micro-credentials in multilingual language, student engagement, and social-emotional learning will provide educators with tools to promote educational equity in various ways—thus supporting students (page e8).

(b) The proposed project will use the updated 2022 Charlotte Danielson Framework for Teaching that explicitly addresses equity in addition to existing themes such as cultural competence, high expectations, developmental appropriateness, attention to individual students, and student assumption of responsibility (page e71). The proposed project will include Diversity Equity and Inclusion (DEI) during clinical fieldwork and pre-observation, observation, and post-observation (POP) cycles that include four pre-work documents that candidates use to consider DEI in their classroom and lessons (page e72). Additionally, coursework at Lehman addresses the history of disabilities and Special Education in the United States, the inclusion of students with special needs, and how to develop self-advocacy in teachers of students with special needs in the general education environment (page e73).

**Weaknesses:**

(a) There is no evidence of any weaknesses for this competitive priority.

(b) There is no evidence of any weaknesses for this competitive priority.

**Reader's Score: 2**

**Invitational Priorities - Invitational Priority 1**

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

**Projects that establish or scale evidence-based and high quality GYO programs, including registered apprenticeship programs, that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce, by recruiting and developing teacher candidates from the**

communities the school or district serves. GYO programs must minimize or eliminate the cost of certification for teacher candidates and compensate educators for work in classrooms that is part of their certification program. Participants must not become the teacher of record prior to completing the certification program. Projects may also include high school dual-enrollment opportunities and registered teacher apprenticeship programs.

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

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

**Strengths:**

N/A There was not a request to review this invitational priority.

**Weaknesses:**

N/A There was not a request to review this invitational priority.

**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:**

N/A There was not a request to review this invitational priority.



**Weaknesses:**

N/A There was not a request to review this invitational priority.

**Reader's Score:**

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