

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

Status: Submitted

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Technical Review Coversheet

Applicant: Georgia State University (S336S240049)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	28
Quality of the Evaluation Plan		
1. Evaluation Plan	20	18
Adequacy of Resources		
1. Resources	30	27
Quality of the Management Plan		
1. Management Plan	20	18
Sub Total	100	91
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	102

Technical Review Form

Panel #7 - TQP Panel - 7: 84.336S

Reader #1: *****

Applicant: Georgia State University (S336S240049)

Questions

Selection Criteria - Quality of Project Design

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

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

- (i) The extent to which the proposed project demonstrates a rationale. (5 pts) (Logic model must be present to get all 5 pts)
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 pts)
- (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. (5 pts)
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (5 pts)
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project. (5 pts)
- (vi) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (5 pts)

Strengths:

- i. The proposed project demonstrates a clear rationale. The applicant cites extensive data that indicates a clear need for the proposed project. Growing numbers of vacant teacher positions, increasing numbers of out-of-field and issuance of emergency teaching certificates, a shortage of highly qualified school leaders in Georgia, and high rates of attrition in teaching and administration support the need for the project. The applicant provides a detailed logic model that clearly links the inputs to defined activities, participants, and short- and long-term outcomes. For example, the applicant seeks to recruit potential teachers during the freshman and sophomore years of college at the three participating institutions, which will increase the pool of diverse teacher candidates who will be able to serve high-need schools. (e10-17, e20)
- ii. The applicant clearly identifies the goals, objectives, and outcomes to be achieved by the proposed project. The goals, objectives, and outcomes are specific and measurable. For example, Goal 1 seeks to graduate and retain pre-service teachers and increase the number of highly-qualified teachers in high-need schools. Objective 1a aligns with Goal 1 and seeks to increase the enrollment of teachers in teacher preparation programs by 5% each year of the grant. (e18-20)
- iii. The proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The applicant intends to refine multiple pathways for teacher readiness and leadership across three institutions of higher education including a HBCU and a Predominately Black Institution which will increase the number of diverse teacher and leader candidates. The teacher and leader preparation programs are aligned with state standards and are fully accredited. Rigor is reflected in the coursework and the year-long clinical experience for pre-service teachers. (e23-39)
- iv. The design of the proposed project clearly reflects up-to-date knowledge from research and effective practice. The project will focus on three major efforts to include recruitment, coaching, and clinical practice. These three areas of focus are in line with the NASSP Policy and Advocacy Center (2017) recommendations. Additional research by Theobald et al. (2021) supports the use of a mentor teacher to support pre-service teachers. (e37, e40)
- v. The applicant partially indicates that performance feedback and continuous improvement are important to the design of

the proposed project. For example, the applicant has established an Advisory Council to provide stakeholder input on pre-service professional development and support services. (e26, e46-49)

vi. The applicant provides appropriate evidence that the proposed project is designed to build capacity and yield results that will extend beyond the grant period. The proposed project will build capacity by increasing the number of diverse teacher and leader candidates to fill teaching and administrative positions in high-need schools in Georgia. The addition of a Recruitment Specialist and an innovative educational leadership training program that includes an option to pursue a doctoral degree in Educational Leadership are clear examples of how the project will build capacity. (e24, e27)

Weaknesses:

i. No weaknesses noted.

ii. No weaknesses noted.

iii. No weaknesses noted.

iv. No weaknesses noted.

v. Additional information is needed to understand how the applicant will utilize feedback from diverse data sources to improve the project activities during the grant period. (e26, e46-49)

vi. No weaknesses noted.

Reader's Score: 28

Sub

1. Overview Statement

General:

The project design is adequate. The applicant demonstrates a rationale through a logic model. The applicant clearly identifies specific and measurable goals, objectives, and outcomes. It is evident that the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The project design includes up-to-date knowledge from research. The project is expected to provide performance feedback; however, it is unclear how feedback will be used to support continuous improvement efforts. The project is designed to build capacity and yield results.

Reader's Score:

Selection Criteria - Quality of the Evaluation Plan

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

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

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

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

Strengths:

- i. The applicant partially indicates that the methods of evaluation will provide valid and reliable performance data on relevant outcomes. The evaluation plan includes four types of program evaluations—context evaluation, input evaluation, process evaluation, and product/summative evaluation, which will provide insight into the implementation of project activities and their impact on project outcomes. The applicant indicates that the survey that has been customized for the project is valid and reliable. Performance measures are clearly documented. (e45-54)
- ii. The methods of evaluation appear feasible and appropriate to the goals, objectives, and outcomes of the proposed project. The applicant provides an evaluation chart that links the project objectives to specific performance measures and quantitative target measures. GPRA measures are also included. Quantitative and qualitative data will provide the applicant with more extensive feedback on project activities. Frequency of data collection is indicated for data sources. (e45-54)

Weaknesses:

- i. It is unclear who will be responsible for collecting data throughout the project period. Sources of data should be clearly linked to each performance measure. (e45-54)
- ii. No weaknesses noted.

Reader's Score: 18

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

The applicant provides an adequate evaluation plan. The methods of evaluation are expected to provide valid and reliable performance data on relevant outcomes. The methods of evaluation are aligned with the goals, objectives, and outcomes.

Reader's Score:

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

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

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

Strengths:

- i. The applicant provides sufficient evidence of support, including facilities, equipment, supplies, and other resources to carry out the proposed project. Three institutions of higher education will contribute physical and pedagogical resources and expertise to support the implementation of project activities. GSU will support grant management activities through the Office of Research and Sponsored Projects. The aforementioned resources and expertise will support the implementation of the project activities, specifically, the development of pre-baccalaureate teachers, year-long clinical experiences, and advanced leadership training and a multi-level mentorship program for 955 pre-baccalaureate students, 185 school leaders, and 30 doctoral-level students. (e55-57)
- ii. The budget appears adequate to support the proposed project. Categorical expenses are defined according to personnel, fringe benefits, travel, supplies, contractual, indirect costs, and training stipends. Matched funds are documented. The budget aligns with the project narrative. For example, personnel listed in the budget are also reflected in the project narrative. Alignment between the budget and the project narrative serves as another level of assurance that the project can be implemented as described with the requested financial resources. (e311-349)
- iii. The costs appear reasonable in relation to the objectives, design, and potential significance of the proposed project. Costs identified on the budget form are explained in the budget summary. Of importance, the project will provide educational development services for 955 pre-baccalaureate students, 400 CTAE students, 185 school leaders in Tier 1 and 2 levels, and 30 doctoral students, which has the potential to significantly impact multiple high-need schools and improve learning environments and student achievement for thousands of diverse students. (e8, e311-349)
- iv. The applicant demonstrates that it has some resources to operate components of the project beyond the length of the grant. The applicant plans to sustain the updated teacher and school leader preparation programs, especially because the pre-service teacher program aligns with the new requirements through the Georgia Department of Education. Sustainability efforts are included in the last year of the management plan timeline which suggests that there will be a concerted effort to develop a plan to sustain additional components of the project. (e27, e42-44, e64)
- v. The applicant clearly identifies partners that will contribute to the project. The project will include collaboration among three institutions of higher education which include GSU, Middle Georgia State University, and Albany State University. The applicant will partner with one urban district and 27 rural school systems. Letters of commitment are provided by the institutions of higher education. (e8, e286-289, e20)

Weaknesses:

- i. No weaknesses noted.
- ii. No weaknesses noted.
- iii. No weaknesses noted.
- iv. The applicant did not provide a multi-year financial and operating model to sustain the project beyond the grant period. (e27, e42-44)
- v. No weaknesses noted.

Reader's Score: 27

Sub**1. Overview Statement**

Sub

General:

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

Reader's Score:

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

- i. The applicant provides an adequate management plan to achieve the objectives of the proposed project on time and within budget. The management plan provides a clear breakdown of activities to be implemented for each year of the grant. Activities are clearly linked to the project objectives, responsible persons, and relevant milestones. Key project staff and their qualifications are clearly documented. Level of effort is provided for key staff, and it appears sufficient. The expertise and level of commitments from key staff will support the successful implementation of the project activities throughout the project period. (e58-66)
- ii. The applicant provides some information on the procedures for ensuring feedback in the operation of the proposed project. For instance, Drs. Hendrick and Ogletree will work with P-12 research directors to collect and analyze data to evaluate student learning, teacher retention, and program implementation. (e62-63)

Weaknesses:

- i. The management plan would be improved if the applicant provided a more narrowly defined timeline for specific activities. Currently, the activities are listed according to year so it is unclear at what point during the year a given activity will begin and end. (e59-64)
- ii. The applicant did not clearly explain the process for how the leadership team will utilize data and feedback to improve project activities. (e58-66)

Reader's Score: 18

Sub

1. Overview Statement

Sub

General:

The applicant provides an adequate management plan. The management plan identifies project personnel and their roles within the project. The management plan clearly links project activities to responsible persons and milestones. The applicant provides evidence of appropriate procedures to ensure feedback on project activities.

Reader's Score:

Priority Questions

Competitive Preference Priorities - Competitive Preference Priority 1

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

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

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

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

Strengths:

a. The proposed project includes partnerships with high-quality, comprehensive teacher preparation programs in a Historically Black University (Albany State University) and a Predominantly Black Institution (Georgia State University). The proposed program includes a year-long clinical experience for pre-service teachers in high-need schools. (e21-22, e26)

b. The proposed project will reform teacher preparation programs to improve the diversity of teacher candidates by partnering with a Historically Black University and a Predominantly Black Institution to recruit underrepresented populations to pursue a career in teaching at the undergraduate level. The program will also actively recruit mid-career professionals and former military personnel. (e21-22)

Weaknesses:

a. No weaknesses noted.

b. No weaknesses noted.

Reader's Score: 4

Competitive Preference Priorities - Competitive Preference Priority 2

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

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

Strengths:

The proposed project is designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through increasing the number of teachers with certification in the shortage areas of P-5 Elementary Education, Dual Certification in P-5 Elementary Childhood and P-5 Special Education General Curriculum, Middle Level Education grades 4-8 in English Language Arts, Mathematics, Science, and Social Studies, and Certification in Educational Leadership for aspiring school leaders/principals. The applicant will accomplish this by providing undergraduate teacher preparation programs, post-graduate programs that lead to certification/licensure, and a doctoral program in Educational Leadership. (e29-36)

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 Georgia State University (GSU) team will foster a sense of belonging and inclusion for underserved students by providing students with resources and content knowledge on coping skills, mindful habits, interpersonal relationships in professional settings, and de-escalation skills. (e22)

b. The applicant clearly documents that they will implement evidence-based practices to advance student success for underserved students. In addition, the applicant will improve the retention of fully certified, experienced, and effective

educators in high-need schools and shortage areas by providing pre-service teachers, in-service teachers, and school leaders with professional development on trauma-informed care, classroom management, positive behavior support, social-emotional learning (SEL), and stress management techniques. (e22)

Weaknesses:

- a. No weaknesses noted.

- b. No weaknesses noted.

Reader's Score: 2

Competitive Preference Priorities - Competitive Preference Priority 4

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

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

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

- (1) Early learning programs.**
- (2) Elementary school.**
- (3) Middle school.**
- (4) High school.**
- (5) Career and technical education programs.**
- (6) Out-of-school-time settings.**
- (7) Alternative schools and programs.**

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

Strengths:

a. The applicant clearly articulates that the proposed project is designed to promote educational equity and adequacy in resources and opportunity for underserved students in K-12 through the implementation of the equity-centered critical friends professional learning communities for preservice and mentor teachers. (e23)

b. The applicant clearly explains that they will examine the sources of inequity and inadequacy and implement appropriate responses so that educators will be prepared to create inclusive and equitable learning environments for their students. For example, pre-service teachers will have the opportunity to participate in the Restorative Justice Project that will allow them to explore restorative and responsive practices in classroom settings that will be incorporated into their future classrooms. (e23)

Weaknesses:

- a. No weaknesses noted.

- b. No weaknesses noted.

Reader's Score: 2

Invitational Priorities - Invitational Priority 1

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

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

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

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

Strengths:

The applicant did not address the Invitational Priority.

Weaknesses:

The applicant did not address the Invitational Priority.

Reader's Score: 0

Invitational Priorities - Invitational Priority 2

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

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

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

Strengths:

The applicant did not address the Invitational Priority.

Weaknesses:

The applicant did not address the Invitational Priority.

Reader's Score: **0**

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Status: Submitted

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Technical Review Coversheet

Applicant: Georgia State University (S336S240049)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	28
Quality of the Evaluation Plan		
1. Evaluation Plan	20	18
Adequacy of Resources		
1. Resources	30	29
Quality of the Management Plan		
1. Management Plan	20	20
Sub Total	100	95
Priority Questions		
Competitive Preference Priorities		
Competitive Preference Priority 1		
1. CPP 1	4	4
Competitive Preference Priority 2		
1. CPP 2	3	3
Competitive Preference Priority 3		
1. CPP 3	2	2
Competitive Preference Priority 4		
1. CPP 4	2	2
Sub Total	11	11
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	0
Invitational Priority 2		
1. IP 2	0	0
Sub Total	0	0
Total	111	106

Technical Review Form

Panel #7 - TQP Panel - 7: 84.336S

Reader #2: *****

Applicant: Georgia State University (S336S240049)

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 details a comprehensive and strong rationale (pp. e10-17). The project includes a very detailed logic model that fully describes the inputs, activities, participants, and short—and long-term outcomes of the proposed project (pg. e20). The applicant provides evidence of the significance and need for a comprehensive program for teacher and leader pathways to high-poverty schools. The project rationale includes a very collaborative model with Georgia State University, Middle Georgia State University, and Albany State University, which is collaborating with one urban and 27 rural school systems. This is very impressive for student teachers who will serve 955 pre-baccalaureate and 400 CTAE students. The LEAs in the project all have a high percentage of economically disadvantaged students (pg. e17).
- ii. The project includes detailed goals, objectives, and outcomes to be achieved by the proposed project and are clearly specified and measurable (pg. e18-19). The two goals highlight the program: goal 1 seeks to increase qualified teachers in high-needs schools, and goal 2 focuses on educational leadership training. These two goals are ambitious and have clear metrics that break the goals into several objectives. Breaking the goals into various objectives will aid in implementing the multiple activities. Goals 3-5 build a comprehensive framework to support student teachers, mentorship, and collaborative discussions for innovation. These goals include clear metrics and (pg. 20) short-term and long-term goals in the logic model. Having short-term goals is key to immediate impact and can aid in long-term success.
- iii. The proposed project provides a strong, comprehensive effort to improve teaching and learning and support rigorous academic standards for students (pg. e20). The project includes three university partners working across 27 rural school systems. This is an impressive collaboration that is key to leveraging learning communities and sharing best practices across institutions. The needs assessment demonstrates a need for 70 positions to be filled annually (pg. e25). This needs assessment is essential to examining the specific needs of the partner school districts and to examine the root causes of the barriers student teacher candidates and teachers face.
- iv. The design of the proposed project provides adequate up-to-date knowledge from research and effective practice. The project cites studies for the leadership program, Branch, Hanushek, Rivken and Coelli, and Green regarding the relationship between increasing principal effectiveness and improving student graduation rates (pg. e35). This creates a

strong linkage between the research and the interventions in the project. The project cites a USDOE study, which discusses the lack of diversity in the past 20 years and the student demographics that do not reflect the teacher population (pg. 34). The data cites an important fact that more teachers of color are hired under a Black principal and the teachers are retained for a longer period.

v. The proposed project includes adequate performance feedback and continuous improvement, which are integral to its design (pg. e40). During mentor teacher selection and support, criteria are provided to demonstrate effective teaching practices based on feedback from observations. Providing continuous feedback on teacher observations is key to preparing effective student teachers.

vi. The proposed project provides a detailed plan to build capacity and yield results that will extend beyond the period of Federal financial assistance (pg. e42). The Georgia Partnership for Innovation Education Conference aids in the dissemination of results. This can play a key role in sharing best practices and the impact of the project that can create replications of the project's lessons and make the case to funders about the impact. The Equity-Centered Professional Learning Communities aid in ongoing professional learning groups to examine problems of practice (pg. e43). Learning communities are important for sharing best practices and building community, which will likely aid in the long-term capacity of the project after the funding ends.

Weaknesses:

i. No weakness noted.

ii. No weakness noted.

iii. No weakness noted.

iv. No weakness noted.

v. Although the applicant provides some feedback details, it is limited in providing a comprehensive plan for continuous feedback from stakeholders and frequency for such feedback (pg. e40). For example, it is unclear how the project has an infrastructure such a committee that will gather feedback and data and as a collective meeting on a regular basis to make immediate changes if needed.

vi. No weakness noted.

Reader's Score: 28

Sub

1. Overview Statement

General:

The applicant demonstrates in adequate project design. The applicant details a , comprehensive, strong rationale. The project includes detailed goals, objectives, and outcomes to be achieved by the proposed project and are clearly specified and measurable. The proposed project provides a strong, comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The design of the proposed project provides adequate up-to-date knowledge from research and effective practice. The proposed project includes adequate performance feedback and continuous improvement, which are integral to its design. However, it is limited in providing a comprehensive plan for continuous feedback from stakeholders and frequency for such feedback. The proposed project provides a detailed plan to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Sub

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 provides an adequate and comprehensive evaluation that will provide valid and reliable performance data on relevant outcomes (pp. e45-54). The project includes a combination of formative and summative evaluation. It is likely to provide immediate feedback and improve overall project effectiveness. Formative assessment is key to evaluating short-term objectives that can be refined if needed and can aid in the project's success.
- ii. The evaluation plan includes exceptional methods of evaluation that are thorough, feasible, and appropriate to the goals, objectives, and outcomes (pg. e50-53). The project includes a performance baseline and quantitative targets that are feasible and reachable. Each objective includes performance measures such as 1.b, 90% of the preservice teachers will complete the internship, and 1.d, 80% of teachers will successfully pass the GACE (pg. e50). These metrics align with the goal of the needs of the school district partners.

Weaknesses:

- i. The project provides limited details about the timeframe for collecting each data source and measures for each objective. (pg. e45-54). Having a clear timeline associated with each data collection source is key to ensuring the evaluation plan's data is collected at various stages of the project as well as including each key personnel responsible for the data sources.
- ii. No weakness noted.

Reader's Score: 18

Sub

1. Overview Statement

General:

The applicant provides an adequate and comprehensive evaluation that will provide valid and reliable performance data on relevant outcomes but provides limited details about the timeframe for collecting each data source and measures for each objective. The evaluation plan includes exceptional methods of evaluation that are thorough, feasible, and appropriate to the goals, objectives, and outcomes.

Reader's Score:

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

- i. The project details an exceptional, comprehensive, and adequate support plan (pg. e55). The applicant leverages the resources of three institutions of higher education, which leverage their research capacity, grant management infrastructure, and scholarship support. These resources are exceptional with the institutions that have demonstrated, collectively, mutually beneficial support for students. It also creates opportunities for equity since the institutions are at various locations and provide options for student-teacher candidates based on their location and access to resources.
- ii. The budget is adequate to support the proposed project (pg. e311). The project allocates most of the project cost toward student support from personnel. The amount of personnel to students is adequate and reflected in the budget. There is a match that further supports the program and aids in the program's activities and services.
- iii. The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (pg. e311). The project serves many student teachers and leaders across several LEAs and partners with IHE. The budget reflects the number of staff needed to address a comprehensive project and students' wrap-around services fully. The project supports 955 students, and with a personnel cost of around \$400,000 a year, it is very reasonable in regard to the services and support provided.
- iv. The applicant demonstrates an adequate plan that has the resources to operate the project beyond the length of the grant (pg. e55). The applicant provides a goal in which the project director and co-PIs are responsible for the transition to sustainability. This builds a level of accountability and strategy development. The plan includes summer professional development, performance data, and hosting an annual summer partner education summit.
- v. The project demonstrates a very comprehensive commitment of each partner in the proposed project to the implementation and success of the project (pg. e55-57). The commitment is reflected in the letters of support (pg. e286-289). This strong relationship is evidenced in the letters of support and the institution's trust in the community.

Weaknesses:

- i. No weakness noted.
- ii. No weakness noted.
- iii. No weakness noted.
- iv. The applicant is limited in detailing specifics regarding a comprehensive plan for sustainability beyond the grant regarding a concrete operating model (pg. e55). More details are needed to connect specific commitments, in-kind support, or school district support beyond the grant.

v. No weakness noted.

Reader's Score: 29

Sub

1. Overview Statement

General:

The project demonstrates adequate resources to support the project. The project details an exceptional, comprehensive, and adequate support plan. The budget is adequate to support the proposed project. The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. The applicant demonstrates an adequate plan with the resources to operate the project beyond the length of the grant but is limited in detailing specifics regarding a comprehensive plan for sustainability beyond the grant regarding a concrete operating model. The project demonstrates each partner's comprehensive commitment to the implementation and success of the proposed 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 project includes an exceptional and strong 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 (pg. e58). The management plan includes a timeline for each key personnel during the duration of the proposed project for each key milestone. This is key for detailing who is responsible for each activity during the project. The project allocates adequate FTE for each personnel for the project and time to carry out the project. The applicant includes a very impressive collection of resumes for key personnel, with relevant education and experience that will lead the project (pg. e89-285).
- ii. The proposed project provides a plan for ensuring feedback and continuous improvement in its operation (pp. e58-66). The project includes feedback, and the PI and co-PIs will conduct a continuous improvement review with 12 partners. This is key to a strong management plan for continuous improvement in the proposed project's operation.

Weaknesses:

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

Reader's Score: 20

Sub

1. Overview Statement

General:

The project includes an exceptional and strong management plan to achieve the objectives of the proposed project on time and within budget. The proposed project provides a plan for ensuring feedback and continuous improvement in the operation of the proposed project.

Reader's Score:

Priority Questions

Competitive Preference Priorities - Competitive Preference Priority 1

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

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

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

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

Strengths:

a. The applicant partners with Albany State University, which is the number one public HBCU in Georgia and the most affordable HBCU in the United States and includes a year of high-quality clinical experiences that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates (pg. e21).

b. Project DEAL includes strong partnerships with its institutions of higher education partners, which include recruiting students from underrepresented populations to enter the teaching profession (pg. e8).

Weaknesses:

a. No weakness noted.

b. No weakness noted.

Reader's Score: 4

Competitive Preference Priorities - Competitive Preference Priority 2

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

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

Strengths:

The applicant details an exceptional plan for supporting a diverse educator workforce and professional growth (pg. e22). Through their partners, the project includes a plan to recruit a diverse workforce toward certification with a bachelor's degree. It will also include former military personnel as a focus of recruitment.

Weaknesses:

No weakness noted.

Reader's Score: 3

Competitive Preference Priorities - Competitive Preference Priority 3

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

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

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

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

Strengths:

a. The applicant provides a detailed and exceptional plan for improving students' social, emotional, academic, and career development (pg. e22) that is based on evidence-based strategies.

b. SEL is included in the curriculum, as well as monthly mentor teacher professional development.

Weaknesses:

No weakness noted.

Reader's Score: 2

Competitive Preference Priorities - Competitive Preference Priority 4

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

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

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

(1) Early learning programs.

(2) Elementary school.

(3) Middle school.

(4) High school.

(5) Career and technical education programs.

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

(7) Alternative schools and programs.

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

Strengths:

a. The project focused on K-12 settings for underserved students (pg. e8).

b. The applicant provides a strong and excellent plan for promoting equity in student access in educational resources and opportunities (pg. e23). For example, the program includes an impactful practice of a professional learning group focused on equity-centered work.

Weaknesses:

a. No weakness noted.

b. No weakness noted.

Reader's Score: 2

Invitational Priorities - Invitational Priority 1

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

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

opportunities and registered teacher apprenticeship programs.

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

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

Strengths:

Not addressed.

Weaknesses:

Not addressed.

Reader's Score: 0

Invitational Priorities - Invitational Priority 2

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

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

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

Strengths:

Not addressed.

Weaknesses:

Not addressed.

Reader's Score: 0

Status: Submitted

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

Status: Submitted

Last Updated: 07/15/2024 01:23 PM

Technical Review Coversheet

Applicant: Georgia State University (S336S240049)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	25
Quality of the Evaluation Plan		
1. Evaluation Plan	20	18
Adequacy of Resources		
1. Resources	30	27
Quality of the Management Plan		
1. Management Plan	20	16
Sub Total	100	86
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	97

Technical Review Form

Panel #7 - TQP Panel - 7: 84.336S

Reader #3: *****

Applicant: Georgia State University (S336S240049)

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 states a clear rationale. Due to Georgia's need for more highly qualified teachers and educational leaders in high-need schools, the project aims to provide focused professional development for pre-service and in-service teachers and recruit candidates for leadership programs. (e20)
- i. Project DEAL's plan is to ensure that preservice and in-service teachers are prepared to teach and improve student achievement by providing professional development opportunities including SEL, diversity, equity, and inclusion. Training in these areas helps teachers incorporate classroom strategies that help students feel a sense of belonging. (e20)
- ii. Project DEAL has several project objectives. One of them is to graduate and retain preservice teachers and increase the number of highly qualified teachers in high needs areas in urban and rural school districts. The performance measure for this goal is to increase the teacher preparation enrollment by 5%. If this goal is achieved this will increase student achievement because the classrooms will be instructed by teachers who have been properly trained to teach students in this population. (e50)
- ii. The performance measure for goal 2 is to graduate 80% of the educational leadership candidates which impacts leadership roles in schools. If this goal is achieved, schools will be led by educators who are equipped to handle the challenges of high need schools. (e18)
- iii. Project Deal is a part of a comprehensive effort to assign highly qualified teachers to participate in school systems in hopes they will remain employed beyond the length of the grant. (e8)
- iii. The Career, Technical and Agricultural program is a part of DEAL's comprehensive effort to improve teaching and learning because it introduces learners to teaching as a career at the high school level. (e24)
- iv. The table titled; Full Time Equivalent Teacher Vacancies for Selected School Districts is an example of up-to-date knowledge regarding the rationale for this work. The chart shows discrepancies in FTE vacancies and how the numbers

can vary based on school district location (rural or urban). Project DEAL is committed to solving the teacher vacancy problem by focusing on schools impacted the most in the state. (e11-12)

iv. The 2021 NASSP survey found that 4 out of 10 principals were expected to leave the profession. When there are vacant positions at the top, students of color, especially those from low socioeconomic backgrounds are disproportionately affected at higher numbers. (e13)

v. The needs assessment meetings will lead to the formation of a Project DEAL Advisory Council. This council will provide stakeholder input to determine the existing and anticipated needs related to preservice professional development. This is important to determine the direction of the project and make necessary adjustments along the way. (e26, e46-49)

vi. This project is designed to build capacity by establishing positions such as the recruitment specialist for both the elementary and middle-secondary education programs. As a result of DEAL, an innovative educational leadership training approach will be established to give Educational Leadership doctoral students the opportunity to mentor and coach teacher leaders. These extra programs impact student achievement greatly by placing the most qualified and trained educators in the schools and classrooms. (e24-e27)

vi. Due to Project DEAL'S comprehensive approach to provide support services for the educational development of 955 pre-baccalaureate students and 400 CTAE students, the project has the capacity to extend beyond the initial implementation, promising additional teachers and leaders for the participating systems who remain employed with them for their entire teaching careers. (e8)

Weaknesses:

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

v. The plan shows limited evidence of a process for performance feedback and how continuous improvement of the actual project will be demonstrated. This lack of evidence makes it difficult to determine if data will be used to drive improvement and who will be responsible for scheduling data conversations and timeline implementation. (e46)

- vi. No weaknesses noted.

Reader's Score: 25

Sub

1. Overview Statement

General:

The applicant demonstrates an adequate project design. . There is an adequate rationale, and the goals and objectives are written in measurable terms. The plan is a part of a comprehensive effort to improve learning and the applicant uses up to date knowledge. The project has the capacity for self -sustainability beyond the length of the grant. However, there's little to no discussion regarding continuous improvement.

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. Various components of the CIPP evaluation model will be used for assessing the performance of the DEAL project. For example, the context evaluation will identify the needs of the students and instructors who will be monitored on a yearly basis. This component is intended to provide the collaborative DEAL team members with information to help clarify and improve the project. It is important to clarify the purpose of the evaluation effort so that a baseline can be established. (e45)

i. The Process evaluation (a formative method) will be used to monitor the extent to which the teacher and leader recruitment and development tasks are implemented as well as track effectiveness. These data results are essential in determining what changes are necessary to improve the implementation of grant activities. (e46)

ii. The Evaluation Activities and Target Outcomes chart lists the performance measures and will organize and utilize data by identifying the method of data that will be used and calculated from the assessment of the performance measure. (e50)

ii. The mixed methods approach allows for data to be collected for various purposes. Having multiple methods ensures validity because information can be cross-referenced. (e 46)

Weaknesses:

i. The evaluation does not detail who will be responsible for collecting, organizing, and disseminating data. There is no evidence of collaborative efforts between key facilitators. Having this information is crucial to ensuring that data conversations are being conducted and modifications for improvement are being developed and implemented. (45-54)

ii. No weaknesses noted.

Reader's Score: 18

Sub

1. Overview Statement

General:

The application presents an adequate evaluation plan. The methods of evaluation are adequate for providing valid and reliable performance data. The methods of evaluation are adequate in demonstrating feasibility and appropriateness to the goals of the project.

Reader's Score:

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

factors:

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

Strengths:

- i. Project Deal has developed partnerships with DeKalb County, MGSU and ASU to implement DEAL. Their vast resources such as physical space and pedagogy add to the implementation of the project. These are invaluable resources for learning and working. (e56)
- i. The OSRP is a specified Center to support research with trained expertise in federal award management. OSRP and OSPA (Office of Sponsored Proposal and Awards) will work together to ensure the implementation of DEAL is a success. The offices will oversee, manage, and mentor all research staff. (e56)
- ii. The budget is adequate to support the project. For example, the budget indicates the total amount needed for supplies is \$11,000. This modest amount is appropriate because of the vast resources the college facilities will provide. (e339)
- ii. The budget is broken down by each stakeholder, DeKalb County, Middle Georgia University, and Albany State University. The itemization of costs by each stakeholder makes it clear to determine how and where monies are spent and their alignment to the stakeholder's commitment to the project. (e343-e349)
- iii. The bulk of the budget is used to place hundreds of pre-service teachers in high need LEA's over the course of five years. This is the aim for Goal 3. The placement of these pre-service teachers will increase student achievement greatly because students will be supported by a diverse population of prospective teachers seeking certification. (e38)
- iii. The budget supports an objective of goal 5: provide a space for collaborative discussions of accomplishments and challenges of the grant partners by allocating monies for professional development opportunities such as conferences like the Georgia's Partnership for Innovation in Education Summit. (e19)
- iv. The performance measure: 80% of the hired pre-service teachers are retained for three years beyond initial employment set by DEAL shows their intent to monitor the results of this program beyond the length of the grant. If this is achieved, the project will have achieved its goal of retaining teachers in high need urban and rural areas. (e351)
- v. Each LEA partner is committed to the success of the project. This is demonstrated in their budget plans as well as their level of commitment to collaborate and collect performance data from preservice teachers and educational leaders who are implementing practices in DeKalb County Schools. (e367)
- v. The in-kind donations from the partnering LEA's and IHE's demonstrate their level of commitment to the success of the project. Investing financially in a project of this magnitude ensures the partners' willingness to implement the goals and objectives of the project. (e313)

Weaknesses:

- i. No weaknesses noted.
- ii. No weaknesses noted.
- iii. No weaknesses noted.
- iv. The plan does not adequately show how it will operate beyond the length of the grant. Many diverse fully certified teachers will be placed in shortage areas; however, the applicant does not reveal whether the DEAL project will be ongoing beyond the grant. This lack of response raises questions about the longevity of the project and its sustainability beyond five years. (e57)
- v. No weaknesses noted.

Reader's Score: 27

Sub

1. Overview Statement

General:

The application demonstrates adequacy of all resources. There's adequate support of facilities, equipment, and supplies. The budget is adequate, and the costs are reasonable in relation to the objectives. The plan demonstrates adequate commitment from its partners. However, the plan does not show evidence of sustainability 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 timeline lists milestones and responsible persons for carrying out the designated tasks. For example, in effort to jumpstart DEAL by Fall, 2024, Dr. Ogletree, the project investigator will assemble the group to clarify proposal requirements, coordinate data collection and program components. Designating roles and responsibilities on the timeline is important to successful implementation and ensures the goal of placing pre-service teachers is met. (e59)
- ii. The timeline includes the aligned objectives as well as the CPP'S and IP's. This level of detail connects the action items and goals and ensures that all responsible participants are focused and able to implement the plan with fidelity. (e59)

Weaknesses:

- i. While the timeline has all the components such as activity, milestones, objectives, and responsible persons and is for each year of the grant, it doesn't provide specific start/end dates for accomplishing tasks. (e62)
- ii. The applicant does not clearly state procedures for ensuring feedback and continuous improvement. However, data collection activity is embedded throughout the timeline as ongoing and throughout the implementation of the project. Making this information more evident and clearer in a procedural way may reduce the need for clarification regarding roles and responsibilities as data methods and tools are selected, administered, and analyzed for improvement adjustments. (e62)

Reader's Score: 16

Sub

1. Overview Statement

General:

The management plan described by this applicant is adequate. It has a timeline that demonstrates a plan to achieve the goals on time, including defined responsibilities. The procedures for ensuring feedback for continuous improvement is limited.

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. Project DEAL includes Georgia State University, Middle Georgia State and the HBCU Albany State University to recruit, prepare and certify preservice teachers to serve in high-need schools. DEAL's plan is to have enrollment and teacher education programs, provide educational support services to ensure coursework completion, and provide GACE training for preservice teachers and others in the district teaching on provisional certificates. (e20)

b. DEAL is partnering with the schools represented above to ensure that programs offered at these institutions admit, prepare and graduate underrepresented teacher candidates. The areas of diversity will include race, ethnicity, socioeconomic status, and language. (Recruiting individuals from underrepresented populations to join the teaching profession at the undergraduate level and teach in high-need partnership schools, rural communities, and teacher-shortage areas will be emphasized. (e20)

Weaknesses:

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

Reader's Score: 4

Competitive Preference Priorities - Competitive Preference Priority 2

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

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

Strengths:

The project seeks to recruit at the high school level including CTAE school programs who are interested in in the teaching field. DEAL will also recruit persons such as paraprofessionals, substitute teachers, etc., to participate in specially designed, preservice teacher experiences where candidates will earn a bachelor's degree along with full certification in the areas of either English Language Learners (P-12), Special Education (P-12), Math Education (middle or secondary level), or Science Education (middle or secondary level) alongside a mentor/cooperating teacher. (e23)

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. Project DEAL is committed to embedding resources within each area of their proposal to address the social and emotional needs of students. (e22)
- b. Pre-service teachers will be trained in trauma informed care, classroom management, (PBIS) positive behavior support, social-emotional learning, and stress management techniques for students. These techniques will help them foster a sense of belonging within their classrooms. (e22)

Weaknesses:

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

Reader's Score: 2

Competitive Preference Priorities - Competitive Preference Priority 4

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

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

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

- (1) Early learning programs.**
- (2) Elementary school.**
- (3) Middle school.**
- (4) High school.**
- (5) Career and technical education programs.**
- (6) Out-of-school-time settings.**
- (7) Alternative schools and programs.**

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

Strengths:

- a. The applicant 's proposal is designed to promote equity for underserved K-12 students.
- b. Professional learning communities for preservice and mentor teachers are useful for reflecting on practices such as the Restorative Justice Project. This project focuses on using restorative and responsive practices in the classroom. It's a tool that equips teacher residents to support learners with inclusive and effective instruction. (e23)

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:

Invitational Priority not addressed.

Weaknesses:

Invitational Priority not addressed.

Reader's Score: 0

Invitational Priorities - Invitational Priority 2

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

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

(a) Intentional collaboration for systemic alignment for continuity of services, supports, instruction, relationships, and data sharing across K-2;

(b) Effective and intentional transitions into kindergarten and through the early grades;

(c) Instruction informed by child development and developmentally informed practices;

(d) Partnerships with parents, families and caregivers to allow successful family engagement and everyday school attendance.

Strengths:

Invitational Priority not addressed.

Weaknesses:

Invitational Priority not addressed.

Reader's Score: **0**

Status: Submitted

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