

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

Status: Submitted

Last Updated: 07/11/2024 05:49 PM

## Technical Review Coversheet

Applicant: High Point University (S336S240005)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	19
<b>Adequacy of Resources</b>		
1. Resources	30	27
<b>Quality of the Management Plan</b>		
1. Management Plan	20	18
<b>Sub Total</b>	100	92
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	4
<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	11
<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 #8 - TQP Panel - 8: 84.336S

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

Applicant: High Point University (S336S240005)

## Questions

### Selection Criteria - Quality of Project Design

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

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

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

#### Strengths:

- i. The applicant demonstrates strong evidence that the proposed project ASPIRE has a rationale. The narrative presents the rationale, structured around a logic model supported by research evidence and grounded in a theory of action that links program activities to expected outcomes. It demonstrates a thoughtful approach to addressing educational challenges through systematic intervention and program design. Table 1 outlines the key features of the Teacher Residency and Principal Preparation programs (e12-13).
- ii. The goals, objectives, and outcomes described in the narrative are well-specified and measurable. They provide clear targets and use specific measures to track progress and evaluate the proposed project's success. This clarity is essential for monitoring and adjusting interventions to ensure the program's effectiveness in achieving its intended outcomes. For example, Table 2 outlines the required GPRA, program, and project measures specific to the ASPIRE. The GPRA A outlined in Goal 2 targets 80% of program graduates who have attained state certifications by passing all necessary testing within one year of completion and measuring graduate and license records (e13-14).
- iii. The applicant shared how this project is part of a comprehensive plan to improve teaching and learning and support rigorous academic standards for students. For example, ASPIRE will produce principal cohorts through the HPU Leadership Academy (HPULA) using teacher effectiveness data, mentoring and coaching, rigorous graduate-level coursework, and clinical practice over multiple years (e18-31).
- iv. The proposed project's design effectively integrates performance feedback and continuous improvement practices. By leveraging a structured logic model, independent evaluation, and regular Leadership Team meetings, the project ensures that implementation stays aligned with objectives and adapts to challenges or opportunities as they arise. This systematic approach supports informed decision-making and enhances the project's capacity to achieve and sustain its identified outcomes effectively. Thus, the project is well-positioned to foster ongoing improvement in educator preparation and student outcomes within its target LEAs (e32-33).
- v. The proposed project design strongly aligns with up-to-date knowledge from research and effective practices in

educator preparation. It leverages evidence-based approaches to address specific challenges, such as teacher shortages and the need for diversity in education. For example, the narrative mentions using scientifically based approaches that have shown effectiveness in similar settings, including a fusion of mentoring, classroom practice, and pedagogy (e33).

vi. The proposed project is designed to build capacity and yield results beyond the Federal financial assistance period. It aims to produce 60 highly qualified teachers (20 per cohort) and 45 transformational school leaders (15 per cohort), directly addressing the shortage of effective educators in high-need subject areas and grade levels. This focus on producing many qualified educators is critical for long-term capacity building within the target Local Education Agencies (LEAs) (e33).

**Weaknesses:**

i. While the narrative provides evidence of the robust logic model and theory of action, the plan could benefit from more specific details on how activities will be implemented and monitored to ensure they lead to the desired outcomes. The applicant could address how the project's successes will be scaled and replicated in other high-need districts, providing a broader impact beyond the initial target areas (e12-15).

ii. No weaknesses were found for this subcriterion.

iii. No weaknesses were found for this subcriterion.

iv. No weaknesses were found for this sub criterion.

v. While the logic model and independent evaluations provide structured feedback mechanisms, more frequent touchpoints for gathering feedback, especially from front-line educators and students, could strengthen the feedback loop. More detailed plans for translating feedback into actionable real-time changes could strengthen the feedback loop (e32).

vi. While the project outlines strong initial capacity-building measures, a more explicit plan for scaling and sustaining these efforts after Federal funding ends could be included.

Details on securing additional funding, engaging local stakeholders, and integrating project components into existing institutional frameworks could strengthen the sustainability plan (e33-34).

**Reader's Score: 28**

**Sub**

**1. Overview Statement**

**General:**

The applicant's proposal for the ASPIRE project demonstrates strong evidence of rationale, structured planning, and clear objectives to improve educator preparation and student outcomes.

**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 various evaluation methods for the ASPIRE project, incorporating various reliable and validated tools and measures to assess program performance and outcomes comprehensively. For example, the applicant will use the Teacher Sense of Efficacy Scale (TSES). This scale will assess beginning teachers' self-efficacy in instruction, classroom management, and motivation strategies. It has been validated using principal component analysis and has a high-reliability coefficient (Cronbach's alpha of 0.94), indicating strong internal consistency (e34-35).
- ii. The narrative proved that the evaluation methods will provide valid and reliable data relevant to outcomes. For example, the applicant will use various evaluation methods, such as Mixed Methods, Formative, and Summative Evaluation. Table 3 outlines the summative evaluation data collection and plan analysis (e35-37).

**Weaknesses:**

- i. No weaknesses were found for this subcriteria.
- ii. While the logic model outlines long-term outcomes such as improved student achievement and increased retention, the proposal lacks detailed methods for measuring and attribution of these outcomes specifically to the ASPIRE program. Clear methodologies for isolating program effects from external factors would strengthen the validity of these conclusions (e35-36)

**Reader's Score: 19**

Sub

**1. Overview Statement**

**General:**

The applicant states that the ASPIRE project's evaluation framework is designed to use validated tools like the TSES and incorporates a diverse set of evaluation methods. This approach ensures that the data collected will be robust, clearly assessing program performance and its impact on achieving desired 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 adequate information that the support infrastructure outlined in the proposal seems robust and well-planned, covering essential areas such as facilities, equipment, supplies, financial backing, and personnel support. For example, the project has secured matching funds to meet grant requirements, demonstrating financial sustainability and commitment from both the lead applicant (HPU) and other partners (e43). This should effectively facilitate the implementation and sustainability of the ASPIRE project over its planned duration (e43).
- ii. The narrative provides adequate information to share that the budget for the ASPIRE project seems well-structured and sufficiently funded to support the proposed activities over the grant period, providing adequate financial resources for personnel, operations, training, and evaluation components of the program. For example, the budget earmarks 2.4% for travel expenses, covering essential activities such as school visits, partnership meetings, professional development, conferences, and dissemination efforts. This allocation seems appropriate for the anticipated travel needs related to project oversight and professional engagement (e45).
- iii. The application provides adequate information that the ASPIRE project appears reasonable regarding its objectives, design, and significance. For example, the program's cost of \$15,526 per resident is significantly lower than the replacement costs of \$22,275 for a principal and \$20,000 for a teacher (e47). This indicates that investing in the ASPIRE program is more cost-effective in the long run.
- iv. The applicant has thoroughly demonstrated that it has the resources and strategic planning necessary to operate the ASPIRE project beyond the length of the grant. The multi-year financial and operating model, commitment of partners, broad support from stakeholders, and detailed sustainability planning collectively support the long-term success and institutionalization of the program. For example, the applicant has included partnership MOUs with two IHEs and four LEAs that provide long-term, multi-year financial commitments, including matching funds (e48).
- v. The applicant provided detailed information outlining the role, commitments, and value match. For example, the North Carolina Department of Public Instruction provides state-level support for professional development. Their commitments include consulting with LEAs on professional learning programs and virtual and in-person professional development. The value of the match is over \$2 million (e47-48).

**Weaknesses:**

- i. No weaknesses were found for this subcriterion.
- ii. The narrative states that 44.2% of the budget is dedicated to contractual services. This number seems high, but additional resources may be available to cut that cost (e45).
- iii. The upfront cost of \$15,526 per individual might be high, especially for districts or schools with constrained budgets. Ensuring the program's sustainability beyond initial funding could be challenging without securing ongoing support (e47).
- iv. No weaknesses were found for this subcriterion.
- v. No weaknesses were found for this subcriterion.

**Reader's Score: 27**

**Sub**

**Sub**

**1. Overview Statement**

**General:**

The applicant demonstrates that the support infrastructure for the ASPIRE project is robust and well-planned, encompassing essential areas such as facilities, equipment, supplies, financial backing, and personnel support. The budget for the ASPIRE project is well-structured and adequately funded to support the proposed activities over the grant period. The applicant outlines each partner's roles, commitments, and value match.

**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 detailed management plan outlined in the narrative for achieving the proposed project's objectives appears robust and comprehensive. For example, the team members were identified, and examples of their experience and team structure were provided. Team members have clear roles and assignments. For example, the WSSU Project Director focuses on supporting teacher residents and ensuring alignment with coursework, while the HPULA Executive Coach supervises activities and internships for prospective school leaders (e54-56). Table 5 outlines the milestones, timelines, and responsible parties for Years 1-5 (e57-59).

ii. The applicant provided adequate details of how feedback and continuous improvement are comprehensive and well-structured. They involve a combination of advisory board reviews, external evaluations, a continuous improvement model, and a feedback loop with partner districts. For example, evaluations will be conducted through data collection, feedback mechanisms, and logic model review (e59). These elements work together to create a robust system for ongoing assessment and enhancement of the program (e59).

**Weaknesses:**

i. The applicant provides a list of team members and their roles. While the roles appear to be clear in responsibilities, the extensive list of positions and specific percentages of effort may lead to overlapping responsibilities and potential complexity in coordination (e54-56)

ii. No weaknesses were found for this subcriterion.

**Reader's Score: 18**

**Sub**

**Sub**

**1. Overview Statement**

**General:**

The management plan for achieving the proposed project's objectives is robust and comprehensive, with clear roles and assignments for team members. The narrative provided details of their approach to feedback and continuous improvement. These details create a system for ongoing assessment to improve the program.

**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) CPP1 will be addressed by providing a high-quality teacher preparation program focusing on clinical experiences and initiatives to increase educator diversity. For example, the narrative states that the project will partner with Winston-Salem State University (WSSU), a Historically Black College or University (HBCU), to improve the diversity of the educator workforce. The program targets recent graduates with strong backgrounds in high-need subjects, mid-career professionals, and existing district staff looking to advance their careers. This approach ensures a diverse pool of candidates (e18-19).

b) Selected candidates will sign an agreement to serve, receive a one-year stipend, and commit to the program's objectives. Potential repayment terms reinforce this commitment, ensuring dedication and accountability (e19).

**Weaknesses:**

a) No weaknesses were found for this subcriterion.

b) No weaknesses were found for this subcriterion.

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:

CPP2 will be addressed by supporting a diverse educator workforce and professional growth. For example, the program focuses on underserved students by utilizing the Universal Design for Learning (UDL) to ensure inclusive instructional design and pedagogy, addressing student learning variability and promoting diversity, equity, and inclusion in the classroom. Also, the program will offer a MAT track that will focus on specific coursework, including MAT in Special Education and MAT in Middle Grades (e19-20).

##### Weaknesses:

No weaknesses were found for this subcriterion.

Reader's Score: 3

### Competitive Preference Priorities - Competitive Preference Priority 3

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

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

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

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

##### Strengths:

The narrative outlines a comprehensive approach to fostering a sense of belonging and inclusion for underserved students and implementing evidence-based practices to advance student success in high-need or shortage areas. For example, "Strategies for Teaching Mult-Lingual Learners," "Exceptional Children (EC) Law and Policy," "Engaging Families in Special Education (SPED) Advocacy," and others. These courses focus on understanding and addressing the diverse needs of students, ensuring that all students feel included and supported.

##### Weaknesses:

No weaknesses were found for CPP 3.

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:

CPP4 identifies courses and initiatives focused on ensuring access and opportunity for every child and strategies for working with multilingual learners and students with special needs to promote equity in student access.

#### Weaknesses:

The applicant provides limited details on the educational settings.

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 (IP) 1 is addressed within establishing the "Grow Your Own Programs." The program supports existing district staff in advancing their careers, such as moving from teacher assistant to teacher or from high-performing teacher to school leader. This "Grow Your Own" approach helps retain talent within the community and provides career advancement opportunities. Also, in exchange for support and training, LEAs commit to hiring qualified graduates from the program, ensuring that the program's impact is felt directly in the high-need areas (e18-19).

**Weaknesses:**

No weaknesses were found.

**Reader's Score: 0**

**Invitational Priorities - Invitational Priority 2**

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

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

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

**Strengths:**

The applicant did not address Invitational Priority 2.

**Weaknesses:**

The applicant did not address Invitational Priority 2.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 07/11/2024 05:49 PM

Status: Submitted

Last Updated: 07/12/2024 10:25 AM

## Technical Review Coversheet

Applicant: High Point University (S336S240005)

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

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

# Technical Review Form

Panel #8 - TQP Panel - 8: 84.336S

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

Applicant: High Point University (S336S240005)

## Questions

### Selection Criteria - Quality of Project Design

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

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

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

#### Strengths:

(i) The project rational is uses an equity-based approach in preparing educators to provide accessible, relevant, and rigorous education for students in K-12. The focus is on teacher shortages in Special Education Elementary and Middle School. (Pg. e. 11, 357)

(ii) The project has three goals and objectives which are specific and measurable. The first objective is to recruit participants from underrepresented teachers and school leaders, paraprofessionals, and mid-career professionals to fill gaps and address teacher shortages. (Pg. e. 11) The second objective is to prepare new teachers and school leaders to obtain licensure and serve students in high-need schools. The last objective is to support and retain new teachers and school leaders through induction program support by the LEA and IHE partners. The project goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable. For example, the first objective is that at least 30 percent of teachers enrolled as a resident or in a prospective school leader cohort will be members of groups traditionally underrepresented in education which will be measured through enrollment records. (Pg.e.13)

(iii) The proposed project aims to comprehensively improve teaching and learning and support rigorous academic standards for students The applicant is addressing teacher deficiencies in the following areas Special Education, Middle Grades ELA, Math, Science, Birth through Kindergarten, and Health and Physical Education. The applicant will recruit teachers of color who identify with the local student population. The project is based on the issue that inadequate teacher preparation when teachers enter through alternative routes and subsequently affects teacher retention especially in the first five years of employment. (Pg. e. 31)

(iv) The design of the project reflects up-to-date knowledge from research and effective practice practice-based approaches. The project will build skillsets with residents through practice in authentic settings and increase educator effectiveness and retention. A cohort model will be used to build each teacher's knowledge and skills while proven networks to increase teacher effectiveness and student achievement. Project residents will learn differentiation techniques to support students' equitable access to instruction and interventions. (Pg. e. 32) Student support will include meeting social, emotional, and academic needs, which have demonstrated success in eliminate barriers to student learning for

diverse student populations.

(v) The applicant uses performance feedback and continuous improvement in the design of the project. The applicant uses a logic model to determine what, why, and for whom the project elements are successful which will be used to decide ongoing program planning, progress, and evaluations. The logic model will provide a framework for ongoing assessment of project implementation and progress towards achieving project outcomes. The logic model connects project inputs and resources with activities, outputs, and short and long-term outcomes and indicators. (Pg.e.34)

(vi) The project is designed to build capacity and yield results beyond the grant cycle. The project through its partnerships will field-test strategies, curriculum, professional development, and activities to refine the final version of the educator preparation model. Our project design uses our own prior experiences with scientifically based approaches shown in other similar settings to increase educator effectiveness and student learning outcomes. (Pg.e.35)

**Weaknesses:**

Weaknesses:

- (i) None noted.
- (ii) None noted.
- (iii) None noted.
- (iv) None noted.
- (v) None noted.
- (vi) None noted.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The applicant provides a logic model which demonstrates a rationale. The logic model links inputs to activities and outputs with both short and long term outcomes. The project goal is to increase achievement of underserved students by establishing school leader and teacher residencies. This project will recruit, prepare, and support teachers to improve the quality and effectiveness of school leadership and instruction. Further this project will advance educator diversity and address critical staff shortages and teacher retention.

**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 methods of evaluation will provide valid and reliable performance data on project outcomes. The program data will be recorded on teacher residence and school leader demographics, persistence, and clinical ratings. The project will

use state certification and licensure records to track licensure and certification of residents and scores on teacher testing. (Pg. e. 34) Employment records for LEAs will be used to track hiring and retention at the one and three year marks of the project. The project will also track the percentage of teachers with emergency, provisional, or temporary licensure, and the teacher vacancy rate. An Executive Evaluation Rubric will be collected to determine the school leader's effectiveness. A Teacher Evaluation Rubric will be used to assess the progress of early childhood teachers. These evaluations are among the measures that will be used to determine project progress and provide performance data on project outcomes.

(ii) The project evaluation will use a mixed-methods design with a utilization-focused approach. The evaluation will use both quantitative and qualitative data from multiple project data sources to significantly enhance the validity and reliability of the evaluation. The methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The project data aligns with project objectives. For example, data is being collected like residency persistence, program enrollment records, and teacher data use surveys which will assist in tracking the progress of project goals. (Pg.e.35-41)

**Weaknesses:**

- (i) None noted.
- (ii) None noted.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The applicant has measures in place to determine the project progress. The methods of evaluation will provide valuable data on each project objective. The instruments used will provide valid and reliable performance data on project 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 support for the project and will use the project partner's resources to provide facilities, equipment, supplies, and other needed items to complete the project. For example, the LEA and IHE partnerships will provide classroom space and each partner will supply furniture and equipment for the teachers. (Pg.e.43)
- (ii) The project budget is adequate to support the proposed project. For example, training stipends comprise 34.1% of the budget and are designed to overcome financial barriers for teachers. Each of the 60 teacher residents will receive a one-time stipend of \$30,000 in return for a commitment to teach for three years in a high need school after completing their residency. The stipends are a reasonable cost and will support teacher retention. (Pg. e. 45)
- (iii) The costs are reasonable in relation to project objectives, project design, and significance of the project. The project will impact thousands of students in high needs schools by preparing 60 highly qualified teachers and 45 principals. The applicant estimates the savings for school at \$22,275 per principal retained while teacher replacement costs would total \$20,000 per teacher or \$1,200,000 in savings for 60 teachers. (Pg.e.46)
- (iv) The applicant demonstrates they have the resources to operate the project beyond the length of the grant. The applicant provides a multi-year financial plan and operating model that demonstrates the commitment of partners and support from stakeholders. The applicant identified three key sustainability components reallocation, reduction, and reinvestment. Reallocation will involve using project evaluations to decide which are the projects' most impactful program elements to maintain high-quality teacher residency and principal preparation programs. (Pg. e. 47) The applicant will reduce tuition costs by providing participants with as many financial resources as possible so teachers and principals can complete the program. Reinvestment comes through identifying ways to make shifts that embed funding into local budgets for residencies. The applicant explains that in the last year of the project activities will include dissemination of the project's sustainability plans which will be shared both with the applicant's district partner and other districts and IHEs in the area.
- (v) The applicant lists eight project partners that are relevant and demonstrate a commitment to the implementation and success of the project. For example, Truist Leadership Academy will pay \$74,925 to the three projects school leader cohorts. The value of the match is over the grant totals of \$224,775. (Pg. e. 51-63)

**Weaknesses:**

- (i) None noted.
- (ii) None noted.
- (iii) None noted.
- (iv) None noted.
- (v) None noted.

**Reader's Score: 30**

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

The applicant and project partners will each contribute either space or resources toward the success of the project. The applicant presents reasonable project costs and includes a multiyear project budget. Each project partner demonstrated a commitment to the project to implementation and success of the project.

**Reader's Score:**

## Selection Criteria - Quality of the Management Plan

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

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

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

#### Strengths:

(i) The management plan will achieve the project objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The applicant provides a three year management plan with milestones, a timeline, and the party responsible for its completion. For example, applications for teacher and school leader residences will begin 12/24 and be open again each year of the project. The Project Director will be responsible for the completion of this activity. The project activities will be supported by the project budget. (Pg.e. 58)

(ii) The applicant has procedures for ensuring feedback and continuous project improvement in the operation of the proposed project. For example, the project has a LEA Feedback Loop which will be used in conjunction with an external evaluator. The evaluator will collect data before, during, and after activities for continuous project review and improvement. Data will be gathered from each partnering district which will meet twice yearly to examine data, plan, monitor, and assess the program to determine areas of improvement. These assessments will also determine the extent to which the project IHEs are producing graduates that possess the skills and knowledge to serve as equity leaders that will transform high-need schools. (Pg. e. 59)

#### Weaknesses:

- (i) None noted.
- (ii) None noted.

**Reader's Score: 20**

#### Sub

##### 1. Overview Statement

###### General:

The applicant has presented a management plan that will achieve the project objectives on time and within budget. The applicant provides project responsibilities, timelines, and milestones for accomplishing project tasks. The applicant has procedures in place that will ensure feedback and project improvement

**Reader's Score:**

#### Priority Questions

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

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

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

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

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

**Strengths:**

(a) The applicant explains they will provide a quality comprehensive teacher preparation program that incorporates best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates. (Pg. e. 18)

(b) The applicant plans to improve the diversity of our educator workforce by targeting three groups, the first group will be recent graduates from Colleges of Arts and Sciences due to their backgrounds and content knowledge in high-need subjects. The next targeted group is the mid-career professionals from the college's alumni, high-need Local Education Agency's, and the districts' community. The last group is the existing district staff who want to advance their career. (Pg. e. 18)

**Weaknesses:**

(a) None noted.

(b) None 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 applicants will increase the amount of well-prepared and diverse educators serving students focusing on underserved students through recruitment and admission priorities that will center on supporting of high-need LEAs' hiring objectives. The applicant will also identify teacher shortage areas and provide instructional initiatives in exchange for a commitment to hire qualified program graduates. (Pg. e. 18)

**Weaknesses:**

None noted.

**Reader's Score:** 3

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

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

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

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

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

**Strengths:**

(a) The applicant will offer courses that include pedagogical practices in educator preparation programs and professional development programs that address inclusiveness about race, ethnicity, culture, language, and disability status. The program focuses on early learning programs and middle school. This PD will support educators in being better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students. (Pg. 21, 31)

(b) The applicant will implement evidence-based practices for advancing student success for underserved students by improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas. (Pg. 21, 31)

**Weaknesses:**

(a) None noted.

(b) None 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) (2) (3) The applicant will offer courses like Classroom Organization and Management which covers creating safe and inclusive learning environments, Communicating in the School Environment, SPED Co-Teaching, ACES and Trauma-Informed Practices, and Trends in Mental Health and Threat Assessment. Program participants will take 12 credit hours of experiential courses for a total of 276 contact hours to complement their MAT degree, these courses are Diversity in Education or Strategies for Teaching Multi-Lingual Learners, Exceptional Children, Law and Policy, Engaging Families in Special Education Advocacy, Educating the Whole Child Institute, Ensuring Access and Opportunity for Every Child Institute, and Global Learners Scholars Program. Through these programs offering the applicant is demonstrating that the project will promote educational equity and adequacy in resources and opportunity for underserved students. (Pg. 19, 21, 31)

(b) The applicant will provide a program that examines the sources of inequity and inadequacy in their program. (Pg. 19, 21, 31)

**Weaknesses:**

(a) None noted.

(b) None 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:**

(a) The applicant will target graduates outside of the education field and mid-career minority professionals using both community outreach and recruit IHE alumni. The applicant will use a cohort to provide school leaders and teacher residents with graduate-level coursework in connection with a year-long clinical experience. The cohort will employ practice-based approaches to increase the residents' skillsets through practice in authentic settings thereby producing increased educator effectiveness and supporting retention. (Pg. 19, 31)

**Weaknesses:**

None noted.

**Reader's Score: 0**

**Invitational Priorities - Invitational Priority 2**

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

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

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

**Strengths:**

(a) The applicant will support early elementary educators and provide them with professional learning which will support effective transitions into kindergarten and through the early grades, child development. The professional development program will update educators on informed practices, data sharing across K-2, family engagement, and attendance. The applicant will increase the proportion of well-prepared, diverse, and effective teachers with licensure serving underserved students by pairing with residents to mentor teachers serving as extension faculty. These mentors will collaborate with IHE faculty to co-deliver MAT coursework on theory, teaching methodologies, hallmark projects, and other coursework that will address academic and social-emotional issues including how to work with diverse learners. (Pg. e. 31, Pg. e. 19)

**Weaknesses:**

None noted.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   07/12/2024 10:25 AM

Status: Submitted

Last Updated: 07/11/2024 03:48 PM

## Technical Review Coversheet

Applicant: High Point University (S336S240005)

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

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

# Technical Review Form

Panel #8 - TQP Panel - 8: 84.336S

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

Applicant: High Point University (S336S240005)

## 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 has a strong rationale, as evidenced by its logic model (p. e104). The logic model is comprehensive as it includes project inputs and resources, outputs, and short and long-term outcomes and measures. The three project goals of recruit, prepare and retain are, appropriately, major sections of this model (p. e104). In addition, two research studies undergird the project, focusing on strong induction programs and strong principalships (p. e12). Finally, it has a theory of action that appropriately ties the three project goals to improvement of school leadership and instruction (p. e12).

ii. The applicant has provided evidence that the goals, objectives and outcomes are specified and measurable. Table 2 shows goals, project objectives, and measures (pp. e16-18). Goals include recruiting underrepresented teachers, preparing new teachers and school leaders, and retaining these beginning educators. As a strength, project targets reflect these goals. For example, 80% or more of program graduates will attain initial certification within one year of program completion (p. e14).

iii. The applicant has provided evidence that the proposed project is part of a comprehensive effort to improve teaching and learning. The applicant has experience in other teacher and principal preparation programs (p. e18). The applicant is responsive to partner needs, as recruitment will center on the partner LEAs objectives and shortage areas (p. e19).

iv. The design reflects up to date practices, including grow your own methods of targeting graduates (p. e31). Other current practices include the use of mentor teachers (p. e25) as well as coaching for impact (p. e29). The design also reflects current thought on effective programs. For example, cohort models have been shown to increase individual skills while also promoting collegial professional networks (p. e32). The emphasis on principal quality alludes to the important of the principal on school quality and teacher retention (p. e32).

v. Performance feedback and continuous improvement are integral to the project. Within the teacher preparation program, an induction coach will make observations and provide mentoring (p. e25). Within the principalship program,

mentors and coaches will give feedback to principal candidates (p. e29). The evaluator will provide feedback on the project overall on implementation progress as well as review participant feedback measured by surveys (p. e33).

vi. It is likely that the project will yield results beyond the life of the grant. Initially, the educators trained will significantly reduce the shortage in the area (p. e33). In addition, the grant will allow the applicant to refine its educator preparation programs (p. e33). The applicant has taken steps to sustain the program beyond the life of the grant by reallocation of funds and the use of matching funds by MOU partners (p. e47).

**Weaknesses:**

There were no weaknesses in this area.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The applicant has submitted an excellent project design. It demonstrates a rationale, includes specific and measurable goals, is part of a comprehensive effort, reflects up to date practice, includes substantial feedback mechanisms, and will yield results beyond the life of the grant.

It is a comprehensive project design.

**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. It is likely that the methods of evaluation will provide valid and reliable data. The applicant provides reliability measures for the teacher efficacy scale (p. e34). Reliability and validity of other surveys have been considered and will be monitored (p. e34). Standardized rubrics will be used to measure classroom teachers and school leader effectiveness (p. e34). As an additional strength, the project impact will be studied using a quasi-experimental design that will meet the What Works Clearinghouse evidence standards (p. e40).

ii. The methods of evaluation are feasible and appropriate. The project will use a mixed-methods approach to consider quantitative and qualitative data that stems from the logic model (p. e35). The evaluation plan is thorough as evidenced by Table 3 (pp. e36-40). There will be a formative evaluation to monitor program implementation that includes questions about fidelity and barriers to implementation (p. e36). In addition, the summative evaluation focuses on the project's effects on educator efficacy, retention, well-being, and student learning (p. e36).

**Weaknesses:**

There were no weaknesses in this area.

Reader's Score: 20

Sub

### 1. Overview Statement

#### General:

The applicant has submitted an exceptional evaluation plan. The applicant has provided multiple safeguards to ensure valid and reliable data, and the methods are thorough and appropriate to the objectives of the project. It is a comprehensive evaluation plan.

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 has considered the support it will need for the project, as it will use partner universities for facilities, furniture, supplies and other project needs (p. e43). The applicant will supply textbooks and instructional materials (p. e339).
- ii. The applicant provides evidence that the budget is adequate to support the project. There will be a full-time project director and a full-time project coordinator funded by the grant (p. e45). As evidence of thoroughness, required travel and training stipends are included in the budget (p. e45).
- iii. The application has shown that costs are reasonable in relation to the objectives. The program cost per educator is \$15,526, while replacing educators cost at least \$20,000 each (p. e47).
- iv. The applicant has provided evidence that it has resources to operate the project after federal funding ends. It has considered ways to maintain the project financial beyond the life of the grant, including the reallocation of its funds (p. e47). The application provides evidence of its partnerships as well. The application includes MOUs from the university and the LEA partners (p. e47). In addition, the application includes a letter of support from the state education agency (p. e174).
- v. The application shows evidence of the commitment of each partner to implementation. Included in the application are memorandum of understanding from each of the partners (pp. e154-169). These include figures of matching funds dedicated to the project. The applicant provides a detailed description of each of the partner roles (pp. e50-53).

**Weaknesses:**

There were no weaknesses in this area.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The applicant has clearly demonstrated the adequacy of resources for the project. The application includes evidence for the adequacy of support of the partners, an adequate budget with reasonable costs, the resources to continue beyond the life of the grant and signed letters of commitment to the project. There is ample evidence that the project will have the necessary resources to succeed.

**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 has provided a management plan table, with milestones, timelines, and personnel responsible (pp. e57-59). The leadership team is described in detail with names, time dedication, as well as roles (p. e54). As evidence of its thoroughness, the project's leadership team has representatives from each partner, university, and LEA (p. e56). In order to begin the project in a timely fashion, the applicant has named an interim project coordinator and project director until these positions are filled (p. e55).

ii. Feedback is an important part to the plan. The management plan will use an Advisory Board to provide feedback biannually (p. e59). In addition, the external evaluator will collect data for feedback in interim and annual reports (p. e59). As evidence, the application includes an extensive list of feedback measures listed in Table 3 (pp. e36-40). Each LEA and university partner will collect data for continuous review and improvement and will meet twice annually with the leadership team (p. e60).

**Weaknesses:**

There were no weaknesses in this area.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**Sub**

**General:**

The applicant has submitted an excellent management plan. It includes detailed timelines, a plan to start the project on day 1, and ample procedures for ensuring continuous feedback. The management plan will ensure that the project is completed on time and within budget.

**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 meets this competitive preference. The application is a project designed to expand the comprehensive teacher preparation program through has a partnership with a Historically Black College and University (HBCU) (p. e8). The project includes a yearlong clinical experience (p. e13). The teaching experiences will occur in high-need schools, as the average free and reduced rate is 97.3% (p. e11). The application also incorporates best practices to recruit underrepresented teacher candidates (pp. e11, 18-19). In addition, support for teacher candidates will occur through mentors and peer networks (p. e21).

b. The project has targets for the admission, completion, placement, and retention of underrepresented teacher candidates (pp. e13-16). Recruitment policies include targeting recent graduates, mid-career alumni professionals, and grow your own programs with the partner LEAs (p. e18). A cohort model will be used to increase educator retention, as collegial networks will support beginning teachers (p. e32).

**Weaknesses:**

There were no weaknesses in this area.

**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 application fully addresses this competitive preference. The project will increase the number of diverse and effective educators with 60 teachers and 45 principals prepared over the life of the grant (p. e8). The teacher preparation program will emphasize integrated coursework and experiential learning that will make the educators well-prepared to work with underserved students (p. e19). The principalship program will focus on transformational leadership in high-need schools (p. e26). The teachers will be placed in high-need districts with high poverty rates (p. e11). The teacher preparation program will focus on certification in shortage areas, including math, science, and special education (p. e14).

**Weaknesses:**

There were no weaknesses in this area.

**Reader's Score: 3**

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

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

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

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

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

**Strengths:**

The applicant meets this competitive preference. The teacher preparation program will include experiential courses such as diversity in education and classroom management that will focus on engaging families, educating the whole child, ensuring opportunities for every child, and creating safe and inclusive learning environments (p. e22). Other training topics include best practices such as effective transitions in the early grades, using growth models for instructional improvement, and assessment to improve learning (p. e22). Principals will receive training in evidence-based practices for advancing student success such as restorative practices and trauma treatment (p. e28). The principalship program includes training in school climate and managing personnel, which will improve the retention of educators in high-need schools (p. e32). In addition, the teacher preparation program will include mentors and coaches which will improve the retention of effective educators (p. e23).

**Weaknesses:**

There were no weaknesses in this area.

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 addresses this competitive priority preference. The applicant demonstrates that the project will promote educational equity and opportunity for underserved students in elementary education and middle school (p. e8). The project will result in educators that have the skills to improve educational and equity outcomes for students (p. e33). Training topics are a strength of this application. Teacher training includes examining the sources of inequity, legal issues, special education advocacy, and strategies for teaching multilingual learners (p. e22). Courses from the teacher preparation program focus on diversity, educating the whole child, ensuring opportunities for every child, and creating safe and inclusive learning environments (p. e22). The educators who receive the training will be better prepared to create inclusive and supportive learning environments (p. e22). The principalship program will focus on issues of equity, diversity, and inclusion (p. e29). Principals will also be trained in legal issues, community and social justice, and mental health (p. e28).

#### Weaknesses:

There were no weaknesses in this area.

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 application meets this invitational priority. The applicant will use a grow your own model with partner LEAs in order to target paraprofessionals (p. e104). It uses evidence-based approaches such as mentoring and coaching to increase completion and retention of teachers (p. e21). The application describes the selection criteria, including a GPA of 3.0, and undergraduate degree, and principal recommendation (p. e19). There will be coursework that addresses state certification, including teaching multilingual learners, as well as the science of learning and development (p. e22). The project contains a stipend for participants during the clinical experience under a mentor teacher, which will limit the financial burden for participants (p. e13). The final project result will be 60 fully-licensed teachers (p. e8).

#### **Weaknesses:**

There were no weaknesses in this area.

**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 application minimally addressed this invitational priority. Teachers will receive professional development in data sharing, transitions, child development, family engagement, and school attendance (p. 22). Principals will also receive professional development in these areas (p. 29).

**Weaknesses:**

The application does not describe in detail how educators will be taught these invitational priority strategies, which are only mentioned briefly in the application (pp. 22, 29). More details are needed about how educators are trained in these areas to ensure that this invitational priority is addressed completely

**Reader's Score:** 0

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**Status:** Submitted

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