

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

Status: Submitted

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

Technical Review Coversheet

Applicant: Theo Cramer (S336S240074)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Evaluation Plan		
1. Evaluation Plan	20	19
Adequacy of Resources		
1. Resources	30	27
Quality of the Management Plan		
1. Management Plan	20	20
Sub Total	100	96
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	1
Competitive Preference Priority 4		
1. CPP 4	2	1
Sub Total	11	9
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	0
Invitational Priority 2		
1. IP 2	0	0
Sub Total	0	0
Total	111	105

Technical Review Form

Panel #9 - TQP Panel - 9: 84.336S

Reader #1: *****

Applicant: Theo Cramer (S336S240074)

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 provides a narrative outline for the rationale and does provide a visual logic model (page e63) connecting the activities, outputs, and outcomes (pages e14-16). The applicant continues by connecting the lack of services with the needs created by the educator shortage which will close the gaps for the school districts. (5 points awarded.)
- (ii) The projects goals and objectives are extremely well presented with clear and measurable outcomes, including the data collection methods (pages e16-18). Strong and clear outcomes will help keep the project focused on the common project goal. (5 points awarded.)
- (iii) The project is clearly a connection between Norfolk State University, an HBCU, and this district who serves a significantly large proportion of black students (pages e18, e22, e30). The leadership academy and teacher preparation program are both aimed to close the gaps in black teachers teaching black students. This project is clearly an extension of the current comprehensive approach taken by both the school districts and the university. (5 points awarded.)
- (iv) The studies presented meet the minimum threshold for evidence (page e34) and are relevant to supporting this project. Relevant resources provide a strong outline for the foundation of this project. (5 points awarded.)
- (v) Performance feedback and continuous improvement aspects of this proposed project are excellent and clearly presented (pages e38-41). The applicant also does an excellent job on presenting how this project will build capacity through new class creation, coaching, and observation of practice. (5 points awarded.)
- (vi) Additionally, the applicant has also presented strong support of replication aspects and potential contributions to the educator preparation field (pages e40-41). This clear and comprehensive approach to future contributions which will serve as a reference for others interested in taking this approach for teacher recruitment, training, and retention. (5 points awarded.)

Weaknesses:

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) No weaknesses noted.
- (iv) No weaknesses noted.
- (v) No weaknesses noted.
- (vi) No weaknesses noted.

Reader's Score: 30

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

The applicant demonstrates the project design in adequate ways. It presents a solid rationale narrative, and the project has stated clear, specified, and measurable project goals and objectives. The project presents a strong proposal to contribute to current efforts to improve student learning and quality instruction and adequate reflection of up-to-date knowledge from research. The applicant presents a sound plan for performance feedback and continuous improvement and similarly, the plan to build capacity and yield results is also extremely well-presented.

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 external evaluators, Opportunity Consulting and University of Maryland College Park, have presented a strong formative evaluation, stakeholder consultation, qualitative and quantitative methodologies, and systematic techniques, which will result in valid and reliable performance data on the project's proposed outcomes (pages e41-43). (9 points awarded.)
- (ii) The applicant has clearly presented the goals with the research questions and data sources to provide information about the project's components (pages e44-45). This evaluation plan is thorough and appropriate to the project's goals, objectives, and outcomes. (10 points awarded.)

Weaknesses:

- (i) The project is focused on student achievement, however there are no data sources to collect that student assessment. This misalignment seems to have a weakness in the overall approach for evaluating one of the primary goals of the proposed project.

(ii) No weaknesses noted.

Reader's Score: 19

Sub

1. Overview Statement

General:

The applicant has presented an adequate evaluation plan. The methods of evaluation which will provide valid and reliable performance data as well as the appropriateness of the methodologies are very good, however, the applicant project focuses on student achievement without a discussion of that data collection or analysis.

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 discusses the staff and human personnel that will be needed and dedicated to the successful implementation of this proposed project (page e47). The staff resources presented will add to the overall project value and success. (3 points awarded.)

(ii) The budget presented includes the financial resources requested in this proposal as well as the institutional resources dedicated by the applicants and relates those to the project activities. (page e48). The comprehensive budget is strong and adequate to support the project's activities. (6 points awarded.)

(iii) The costs for salary, resources, and activities are reasonable in relation to the project's primary components and objectives. This budget will ensure that the funding is appropriately allocated and used for project activity design and implementation. (6 points awarded.)

(iv) The proposed partnership between Norfolk State University and the applicant consortium will improve teacher preparation and student success with the variety of recruitment strategies and retention supports for potential teacher candidates as well as the numerous leadership, governance, and advisory committees (pages e45-47). The IHE partner Norfolk State University has provided strong commitment to the extension of this project beyond the federal financial support (pages e49-50). (6 points awarded.)

(v) The applicant has expressed a strong commitment to the completion of this project throughout the funding period. The

support is undergirded by the commitment of the partners, the sustainability of the proposed activities, and the dedication of the project personnel. (6 points awarded.)

Weaknesses:

(i) The applicant does not address the physical, equipment, supplies, or other facilities. The demonstration of the availability of those additional resources would create a comprehensive approach to the adequacy of resources need for this project.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) No weaknesses noted.

(v) No weaknesses noted.

Reader's Score: 27

Sub

1. Overview Statement

General:

The applicant demonstrates an adequate statement of resources. The applicant states support for this project, including facilities, supplies, and equipment, however there are details lacking to demonstrate the available facilities, supplies, and equipment to implement this project. The project is supported by a strong and reasonable budget addressing the proposed project and the costs are reasonable in relation to the project activities. The applicant demonstrates sufficient resources to operate the proposed project, support from the IHE partners, and commitment through the proposed project for all partners.

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 is clearly detailed with identified members of the advisory, new hires to continue the project oversight, and clearly defined responsibilities. The timeline is also presented on pages e52-56. All the personnel in this proposal have extensive qualifications as well as the new positions created (56-61). The applicant's presentation of the management plan will ensure that the project is completed on time and within budget. (10 points awarded.)

(ii) The data collection methods included constant feedback from participants as well as continuous improvement methodologies (pages e41-43, e45, e52). As a crucial part of this proposal, the soundness of the evaluation and feedback partnered with a strong continuous improvement plan provides confidence in the evaluation plan overall. (10 points)

awarded.)

Weaknesses:

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

Reader's Score: 20

Sub

1. Overview Statement

General:

The applicant has provided an excellent management plan to support and oversee the proposed project. It expertly states the ability of the personnel to complete the project on time and within budget, including providing the responsibilities, timelines, and milestones. The methods for collecting data for ensuring feedback and continuous improvement are also excellent and will address all aspects of the criterion.

Reader's Score:

Priority Questions

Competitive Preference Priorities - Competitive Preference Priority 1

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

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

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

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

Strengths:

The applicant has partnered with Norfolk State University, an HBCU, to deliver the bachelor's degree in education (page e28). Additionally, the teachers recruited will be specifically targeted from the black community (page e29-31). The applicant also presents a strong support for black students are academically engaged and successful when taught by black teachers (pages e14-15).

Weaknesses:

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:

As part of the project's Goal 3, there are excellent statements to support the increase and retention rates of well-prepared, diverse educators (page e17). The applicant makes an excellent compelling case for the for supporting the number of teachers in shortage areas or who will pursue advanced certifications.

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:

(i) No strengths noted. (0 points awarded.)

(ii) The applicant presents a plan to address the retention of underserved educators who are certified, experienced, and effective in their classrooms. As the applicant states in the rationale, black students who are taught by black teachers are more likely to be successful academically and pursue college (page e18-19). (1 point awarded.)

Weaknesses:

- (i) The applicant does not address the activities that would support the sense of belonging and inclusion for underserved students.
- (ii) No weaknesses.

Reader's Score: 1

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) No strengths noted. (0 points awarded.)
- (b) The applicant states they will require teacher candidates to complete a micro-credential focusing on equity and resources (pages e28, e36). This micro-credential will examine the historical inadequacies and help discuss solutions to address those for underrepresented students. (1 point awarded.)

Weaknesses:

- (a) The applicant does not address promoting equity in student access to educational resources and opportunities in one or more of the educational areas.
- (b) No weaknesses noted.

Reader's Score: 1

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:

No strengths noted.

Weaknesses:

The applicant does not address grow-your-own leadership or apprenticeship programs.

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:

No strengths noted.

Weaknesses:

The applicant does not provide a response to support early elementary educators and school leaders.

Reader's Score: **0**

Status: Submitted

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Technical Review Coversheet

Applicant: Theo Cramer (S336S240074)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Evaluation Plan		
1. Evaluation Plan	20	18
Adequacy of Resources		
1. Resources	30	27
Quality of the Management Plan		
1. Management Plan	20	20
Sub Total	100	95
Priority Questions		
Competitive Preference Priorities		
Competitive Preference Priority 1		
1. CPP 1	4	4
Competitive Preference Priority 2		
1. CPP 2	3	3
Competitive Preference Priority 3		
1. CPP 3	2	1
Competitive Preference Priority 4		
1. CPP 4	2	1
Sub Total	11	9
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	0
Invitational Priority 2		
1. IP 2	0	0
Sub Total	0	0
Total	111	104

Technical Review Form

Panel #9 - TQP Panel - 9: 84.336S

Reader #2: *****

Applicant: Theo Cramer (S336S240074)

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 includes a logic model with appropriate goals, inputs, strategies, outputs, short, mid, and long-term outcomes. (e63) In addition, the proposal states that the logic model will serve as one of the process tools that will allow the OC personnel to determine compliance with the scope and schedule of the proposed planning project. (e43) The proposal outlines specific data points to determine the rationale for the project. (e14-16). The provided logic model provides sufficient information to understand the purpose of the project. (+5)

ii) Listing 5 measurable goals, outcomes and data sources, the proposal includes a detailed chart (Table 3). One goal is to strengthen strategies to recruit and retain a diverse, highly qualified educator workforce. The objectives to meet this goal are specific to obtaining the desired outcome. (+5)

iii) The two-prong setup established in the proposal is completed and justifies how the project will support the teaching and learning for students. (e18-e34) Some specific supports include the establishment of the leadership academy, coaching and mentoring support, placement measures, etc. (e20-21) Details of the support are provided in the proposal through Table 4. Leadership Framework for Participants, etc. and Table 5 M.A. Urban Education – Principal Preparation Program Core Classes, Table 6. The Academy of Resident Teachers. All charts are specific at the component level. (e21-32) (+5)

iv) Two studies are referenced to support the effective practices that the proposal states that it will use. One of the studies is the National Institute for School Leadership (NISL) Executive Development Program (EDP). This is referenced based on the applicant, to determine the contents, rigor, and intensity of the program. (e34-35) In addition, the proposal provides Table 9 which lists additional research-based strategies. (e37) In order for schools to be successful, modern research is essential to guide the strategies (+5)

v) According to the proposal, there is a comprehensive focus on continuous improvement with the use of conducting competency rounds with four rotations for the perspective prongs. (e38) Addition to this feedback method, the project will use mentoring and coaching assessments, data collection and midterm and final observation feedback to gauge the

improvement of the design. (e40-41) Mentoring is critical to supporting the development of educators during their first years of teaching. (+5)

vi) The proposed project (TEC) suggests that it is structured to build the capacity of aspiring school leaders and novice teachers through a two-pronged approach:(e12) These approaches include having a focus on a new leaders and teachers academy and creating an academy for Art teachers. (e12) The proposal indicates that data will be used from evaluations and use of the WAC to maximize the impact of federal funding to sustain efforts beyond the grant period. (e27) Additionally, the proposal indicates building upon the existing professional development frameworks will offer extensions of success beyond the grant. (e49) (+5)

Weaknesses:

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

Reader's Score: 30

Sub

1. Overview Statement

General:

The project design is innovative and very detailed, with achievable objectives that align closely with the needs of the target population. Goals and objectives are clearly defined and measurable. Sound research and strategies are provided and up to date to support the rationale of the proposed project. The proposed Promise Initiative for Leaders and Teachers (PILT) plan demonstrates effective practices to build capacity and ensure 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) The applicant will provide a thorough analysis of whether their goals and objectives have been met through a model known as FORECAST, and how the project can be improved

as it is being implemented through formative evaluations, consultations with stakeholders, and multiple methodologies and system techniques. (e42) The four-tiered approach provides details for how the PILT project will be reliable if appropriately implemented. (+9)

ii) The goals, objectives and outcomes of the proposed project are clear and extensive. (e42-43) If well implemented, the goals and responses from various stakeholders can produce feasible and appropriate feedback for programmers. (e43-44) (+9)

Weaknesses:

i) Although the proposed plan will include three evaluation and performance reports, the time frame for receiving the feedback from the reports is not clearly specified. (e191) In addition, consider comparing participants which will establish identifying individuals who are similar on both observable and unobservable characteristics. (-1)

ii) While the goals, objectives and data sources are clearly outlined, the reader is unable to determine the timeframe for some of the objectives. (e167-170) There are timeframes provided for mentoring and coaching, i.e., 1 hour for the E-Portfolio and POP, however, the overall timeframe allocated to the evaluation is inconclusive. (e167) (-1)

Reader's Score: 18

Sub

1. Overview Statement

General:

Appropriate evidence of an evaluation plan that is grounded in research that, if well implemented, will produce evidence about the project's effectiveness that would meet the WWC standards with or without reservations as described in the WWC Handbook. (e41-42) The proposed evaluation plan uses adequate methods of evaluation with valid and reliable outcomes. The methods of evaluation are convincing and demonstrate that the project has the potential to have an impact on the targeted participants. (e41-45) Providing continuous feedback will strengthen this proposed project.

Reader's Score:

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 pts)

(ii) The extent to which the budget is adequate to support the proposed project. (6 pts)

(iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (6 pts)

(iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (6 pts)

(v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (6 pts)

Strengths:

- i) Adequacy of resources included in the proposed project will include a team that will lead the fiscal management of the resources, input from NSU, and the established consortium to leverage opportunities for improvement. (e46-47) According to the applicant, the members of the TEC Governance & Advisory Committee, will share expertise and insight in the annual program review and ongoing efforts for project refinement; as well as provide our assistance in evaluating and implementing an effective and well-managed program. (e47) (+6)
- ii) The budget is adequate to support the proposed project as indicated in the budget narrative. (p.4) The project's director, manager, specialist, assistant's salary is feasible for their tasks and responsibilities. (p4) Conferences are included to support the professional development of participants. To continue to grow and develop in the various instructional areas offered by the applicant, attending conferences promotes that initiative. (+6)
- iii) (p6) The supplies and equipment costs are \$31,200 annually for the duration of the proposal which is a reasonable cost. (p8) Additionally, the applicant states that they will utilize district facilities and technology resources to reduce operational costs. (e49) Additionally, most of the funding is going towards student training. This avoids barriers that are created when student teachers are not paid. (+6)
- iv) To ensure sustainability beyond the length of the grant, the applicant plans to integrate the program's key components into the districts' existing professional development frameworks, thereby embedding the initiatives into their ongoing educational improvement efforts. (e49). Also, the systematic approaches in building capacities and increasing effectiveness will enable high-impact strategies for rapid and scalable implementation within and beyond the grant period which will provide sustainability in terms of growth of the participants. (+3)
- v) The proposal includes convincing information to support the demonstration of the implementation and success of the project by obtaining a 100% partner commitment received in support letters from the partners. (e50) The Project Coordinator is responsible for coordinating the partnerships. (e59) Partnerships are essential to forming collaborative teams to provide different perspectives for the targeted goals. (+6)

Weaknesses:

- i) None were noted.
- ii) None were noted.
- iii) None were noted.
- iv) The proposed project overseers shared that they would revisit the grants sustainability after the third year. A consideration should be to discuss the plans of sustainability of the grant during the first two years of implementation since data will determine the additional costing needs. (e49) (-3)
- v) None were noted

Reader's Score: 27

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

The project has a well-detailed budget that justifies the support, ensuring that resources are allocated efficiently. The costs are reasonable in relation to the objectives, design and outcomes of the proposed project. There is thorough evidence in the proposal that demonstrates that its resources to operate will extend beyond the length of

Sub

the grant. The relevance and commitment are clear from each partner to ensure implementation and success of the project. The proposed project needs to ensure clarity around the budget over the sustainability of the budget throughout the length of the project.

Reader's Score:

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

- i) The adequacy of the plan is detailed and appropriate to the proposed milestones. The proposed project demonstrates how the personnel and recruitment efforts will support accomplishing the tasks of the project. (e50) Identifying specific roles and responsibilities of the project personnel is key to the overall success of the project. For example, The Director will be able to support the utilization of search engines and job boards for posting the vacancies to gain the attention of diverse professionals. (+10)
- ii) To provide regular performance feedback on periodic progress in meeting the project's intended outcomes, a variety of formative methods of analysis will be employed. The formative elements of the evaluation design will provide on-going feedback to project personnel for timely and valid information on the management, implementation, and efficiency of the project. (e51 - 52) Additionally, Table 13 Grant Implementation Plan Timeline and Action Items outlines the grant phase, action items and persons responsible. This is a clear indication that the applicant thoroughly investigated the elements of the timeline in the plan. (e52-56) (+10)

Weaknesses:

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

Reader's Score: 20

Sub

1. Overview Statement

General:

The management plan provided included five clearly articulated SMART goals, objectives and outcomes that are clearly measurable. In addition, the management plan is thoroughly developed and can be achieved on time and within budget. The responsibilities for the key personnel are clearly listed in the narrative. In addition, the applicant provides a detailed management chart including objectives, activities, timelines, personnel and milestones that are

Sub

outlined for clearly accomplishing project tasks.

Reader's Score:

Priority Questions

Competitive Preference Priorities - Competitive Preference Priority 1

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

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

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

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

Strengths:

a) Competitive PP 1 is outlined throughout the project. The aim of the project is to diversify the teaching workforce by creating a teacher residency program, partnering with two universities one of which is HBCU- Norfolk State University and the other is University of Maryland. Embedded throughout the project is a focus on mentoring, providing teaching licensure and providing a year-long opportunity for professional learning (e11) (+2)

b) If well implemented, the Leadership Academy model which aligns closely with the CDDRE intervention in terms of the incorporation of the tools and resources of improvement science will serve as a framework for reform. (e35-36) (+2)

Weaknesses:

a) None were noted.

b) None were noted.

Reader's Score: 4

Competitive Preference Priorities - Competitive Preference Priority 2

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

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

Strengths:

The proposal suggests that the goal is to possess a cultural representation of faculty and staff to mirror the racial and cultural diversity of their students. (e18) Additionally, training will be provided to address equity and diversity during the professional learning period. (e51) The applicant anticipates that the TEC model will help to diversify teachers and place students accordingly. (e52) (e59) (+3)

Weaknesses:

None were noted.

Reader's Score: 3

Competitive Preference Priorities - Competitive Preference Priority 3

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

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

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

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

Strengths:

a) The proposed project includes instructional tasks that builds on students' existing knowledge and skills, which may foster a sense of confidence, competence, and belonging in the classroom. (e 161) (+1)

b) None were noted.

Weaknesses:

a) None were noted.

b) The proposal includes five goals to build strong relationships, collaborative cultures, and strategic personnel management for hiring, placing, and retaining effective teachers with an emphasis on critical shortage areas, however; there is limited information regarding how they will ensure fully certified educators are retained in shortage areas. (-1) (Appendix)

Reader's Score: 1

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) None were noted.

b) The proposed program will coordinate efforts to ensure a “best match” for residency and practicum placements to mirror the mostly minority student populations, biases regarding race and ethnicity will be eliminated to grant program access to diverse candidates whose demographics match the learning environments of the project’s diverse schools’ communities. (e21) (+1)

Weaknesses:

a) Although the applicant included fostering relationships with organizations to provide support to marginalized communities, the evidence for the level of students, was not evident. (e190) For example, Early learners, Elementary, Middle or Career programs were not evident. (-1)

b. None were noted.

Reader's Score: 1

Invitational Priorities - Invitational Priority 1

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

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

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

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

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

Strengths:

The proposed project provided an opportunity to Collaborate with local higher education institutions to create a pipeline of licensed teachers and establish a 'grow your own' Teacher Assistant to Teacher Program for current staff and long-term substitutes. (e129)

Weaknesses:

None were noted.

Reader's Score: 0

Invitational Priorities - Invitational Priority 2

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

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

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

Strengths:

None were noted.

Weaknesses:

There is limited evidence to support the intentionality of collaboration for systemic alignment, and/or partnerships with parents, families and caregivers to allow successful family engagement and everyday school attendance.

Reader's Score: 0

Status: Submitted

Last Updated: 07/12/2024 04:49 PM

Status: Submitted

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

Technical Review Coversheet

Applicant: Theo Cramer (S336S240074)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Evaluation Plan		
1. Evaluation Plan	20	19
Adequacy of Resources		
1. Resources	30	27
Quality of the Management Plan		
1. Management Plan	20	19
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	1
Competitive Preference Priority 4		
1. CPP 4	2	1
Sub Total	11	9
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	
Invitational Priority 2		
1. IP 2	0	
Sub Total	0	
Total	111	104

Technical Review Form

Panel #9 - TQP Panel - 9: 84.336S

Reader #3: *****

Applicant: Theo Cramer (S336S240074)

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) In the proposed project plan, the applicant provides a compelling rationale for preparing educators and leaders to utilize an equity lens focused on early learning literacy development grounded in continuous improvement (pages e14-16). Strong evidence is presented regarding the connection between systemic inequities and economic and racial disparities and how both influence low student achievement and high teacher vacancies in the region. Further evidence indicates that COVID-19 deepened the impact on students of color and filling critical content teaching positions, including early childhood education and special education (page e15). The logic model is thorough with details for goals, inputs, and strategies. Additionally, organizing the outcomes by year 1 (short-term), year 3 (mid-term), and year 5 (long-term) will help to track successes and continuously plan for improvement throughout the grant (page e63).

(ii) In the proposed project plan, the goals, objectives, and outcomes are clear, specific, and measurable. There is alignment between the three performance measures (performance completion, licensure, and program persistence) and the five goals (pages e16-18). The outcomes present reasonable expectations of success over five years. For example, "reduce the average vacancy duration from 6 months to 3 months" (pages e16-18) and "40% of lesson plans include relevant pedagogy by year 1" are both clear, specific, and measurable (page e63). With this level of detail, the applicant will improve student outcomes for academic achievement.

(iii) The proposed project plan uses a two-prong approach in high-needs (urban) and rural public school districts to provide: (1) a teacher residency program that focuses on culturally responsive teaching, and (2) a teacher leadership academy that centers on system leadership, equity leadership, and instructional leadership for aspiring administrators (pages e12, e18-20). The model is comprehensive with evidence-based strategies from the What Works Clearinghouse (page e11). It provides: (a) a living stipend for pre-service, novice teachers, and aspiring leaders, (b) mentoring, coaching, and continuous feedback from experienced educators, (c) professional learning communities (d) an online Master's degree in two critical shortage areas (for teachers)—Early Learning Grades PK-6) and Special Education and a Master's degree in Urban Leadership with Admin 1 certification (for teacher leaders/aspiring school administrators), (e) clinical experience under the supervision of an experienced educator with increased responsibilities, (f) micro-credentials and micro-residencies for deeper practice in culturally diverse learning, and (g) capstone projects (pages e18-32). Additionally,

the proposed onboarding plan calibrates the learning experience for leadership coaches and mentors with a guided leadership framework and monthly in-service trainings, centered on book study, group discussion, and assessments (pages e179-185, "TEC TQP Coaches/Mentors Training Plan"). This effort ensures delivery consistency from all leaders and provides a strong shared learning experience for all individuals who have direct and indirect influence on student achievement.

(iv) The proposed project plan includes three core studies that combine theory and practice for leadership and school improvement planning, including a study of the National Institute for School Leadership (NISL) "Executive Development Program," a study of the Center for Data-Driven Education Reform (CDDER) at Johns Hopkins University by Carlson and a team of researchers, and "Paired Coaching" (page e27). All studies include evidence-based strategies with examples (page e27). The application carefully provides a side-by-side analysis of five evidence-based strategies with "proven impact" on students with the replication plan for this proposed project, as evidenced by the correlation of professional development to student outcomes (pages e37-38). Using this careful approach, the proposed project is positioned to yield a similar positive impact on student achievement.

(v) The proposed project will focus on literacy and numeracy to gauge continuous improvement and provide feedback (page e38). By centering on competency rounds where immediate feedback is provided and additional support is given, participants can demonstrate their learning from coursework and put it into practice. The four rotations in the aspiring leader competency rounds focus on data-driven decision-making, classroom observations and feedback, adaptive and technical leadership, and collaborative planning; whereas, the four rotations in the aspiring teacher competency rounds focus on classroom management and equity in learning, critical literacy skills, critical math skills, and literacy and math teaching within the classroom (page e39). This practical experience not only allows teachers and leaders to practice classroom-based and school-based real experiences in a safe space, but it also provides opportunities for candidates to hear alternative ways to address scenarios, based on their own reflection and expert feedback. Additionally, the proposed project collects data via mentoring and coaching assessments, midterm feedback and coaching, and final observation of practice and feedback to determine adjustments needs of the design throughout the grant cycle (pages e40-41). Using baseline, midyear, and end-of-year data throughout the year to dually improve participants and the program design is the mark of a successful program willing to make adjustments to get the best results for student achievement.

(vi) The proposed project considers the cycle of an educator, from their entry point as a classroom teacher to teacher leader to administrator (page e12). While this plan is not linear, using a two-prong approach to build the capacity of educators at different points in their careers, generates interest in the education field and creates the potential for sustainability. Additionally, the proposed project has designed the "Network Improvement Communities (NICs) Platform" where program facilitators, mentors, and university staff mechanisms to sustain participant understanding of improvement beyond the grant and to spread knowledge and expertise to the high needs schools that they serve across the region. This group will meet quarterly to focus, with a focus on sustaining equity-focused leadership; the platform will serve as space for ideas exchange, best practices, and reciprocal learning (page e26). Having this platform available with all archived information is a strong part of the design as it allows future educators across the region to learn and replicate equity-based practices in teaching and learning, well beyond the five years of the grant (page e27). Moreover, the proposed project will develop and maintain an online "Improvement Science Portal for Best Practice," which will house capstone papers, micro-credential videos, and case studies to support continued learning and practice beyond the grant (page e33). Table 9 in the application aligns proven impact with evidence-based replication strategies (page e37). This layered approach to sustainability will strengthen knowledge in practice within the participating districts and serve as a model locally, regionally, and nationally.

Weaknesses:

- (i) There are no weaknesses noted in this subfactor.
- (ii) There are no weaknesses noted in this subfactor.
- (iii) There are no weaknesses noted in this subfactor.
- (iv) There are no weaknesses noted in this subfactor.

(v) There are no weaknesses noted in this subfactor.

(vi) There are no weaknesses noted in this subfactor.

Reader's Score: 30

Sub

1. Overview Statement

General:

The proposed "Promise Initiative for Leaders and Teachers (PILT)" plan for three Virginia districts is exceptional and innovative. It provides a strong rationale that if districts utilize an equity lens focused on early learning literacy development grounded in continuous improvement, then they can improve student outcomes for academic achievement (pages e14-16). The goals, objectives, and outcomes are clear, specific, and measurable (pages e16-18). It uses a two-prong approach in high-needs (urban) and rural public school districts to provide a teacher residency program rooted in culturally responsive teaching and a teacher leadership/aspiring administrator academy rooted in school improvement (page e12). The evidence-based strategies, backed by research, strong continuous improvement plans, and a comprehensive plan to sustain knowledge make this proposed project a high-quality design primed for strong impact.

Reader's Score:

Selection Criteria - Quality of the Evaluation Plan

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

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

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

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

Strengths:

(i) The proposed project will partner with two experienced external evaluators, Opportunity Consulting, and the University of Maryland College Park, to evaluate implementation and impact over three phases (page e41). This two-teamed approach is strong as it increases reliability. The proposed evaluation plan uses the "FORECAST" model, (FORmative Evaluation, Consultation, And System Techniques), which embeds four assessment tiers into the planning, thus increasing validity (page e42). Validity is further increased as this model uses a mixed-methods approach, combining quantitative and qualitative measures (page e41); this design ensures that data is triangulated across different data points.

(ii) The evaluation methods are thorough, feasible, and appropriate. The five goals, research questions, and data sources are aligned (page e44-45). The proposed evaluation plan merges three process tools to ensure compliance with the scope and schedule of the full grant, including the timeline, logic model, and FORECAST action model (pages e42-43, e52-56, e63). The data collection methods include a range of measures: personnel records, HR records, surveys, interviews, exam pass records, performance evaluation records, coaching plan goals, external partnership records, site visit reports, and direct observations (pages e44-45). For alignment, the "Research Questions and Data Sources" table shows the connection between the goals, questions, and data sources (page e44); the timeline shows when data will be collected and analyzed (e52-56); and the FORECAST model explores steps to improve the program and maximize its effectiveness (pages e42-43). Using these methods with fidelity will provide unbiased, concrete detailed feedback on the quality of the project implementation and the level of impact on students, teachers, and leaders.

Weaknesses:

(i) The proposed plan has strong measures of validity and reliability; however, propensity score matching (PSM) could further increase validity, especially when seeking to know if the proposed plan will improve student outcomes for academic achievement across multiple districts. There is no evidence of PSM in the proposed plan, and there is no evidence that student achievement data will be collected, which is an overarching aim.

(ii) There are no weaknesses noted in this subfactor.

Reader's Score: 19

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

The proposed evaluation plan uses two experienced external evaluators to evaluate implementation and impact over three phases (page e41). The mixed-methods approach is strong and based on standards in the "What Works Clearinghouse" (pages e41-42). It combines various quantitative and qualitative measures to ensure triangulation across data points. The proposed evaluation plan uses the "FORECAST" model as a framework using formative assessments, consultation with stakeholders, and system techniques to improve the project. The proposed plan includes valid and reliable performance data on relevant outcomes and multiple evidence-based approaches to reduce bias. While it is an overall strong, high-quality evaluation proposal, using propensity score matching (PSM), with the collection of student achievement data, could further increase validity and better respond to the overall aim 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) The proposed project embraces a collaborative structure between all stakeholders. For grant implementation, the Isle of Wight administrative team will oversee the responsibilities, while Norfolk State University will take the lead content expertise and provide coursework and other intellectual resources (pages e46-47). For Human and Social Capital, a consortium of university and public sectors will provide their facilities, technologies, labs, library centers, and other meeting spaces; and each district will provide various learning opportunities so that participants can observe and coach across each school district through "Peer Learning Networks" (page e47). The three participating school districts all detailed their in-kind contributions in their support letters included in the proposal; types of support include staff release

time, facilities used for trainings, workspace, and monthly Professional Learning Communities (pages e142-160).

(ii) The budget is adequate to support the proposed project goals. Since this project includes three different school districts across the state, adding four new grant-funded positions seems necessary to support the implementation of the grant across multiple entities; the job responsibilities are aligned with the proposed project goals (pages e59-61). Using the proposed project funds to support National Board Teacher Certification, Mentor Teacher/Leadership Coach stipends show commitment to building teacher skills that will have national influence (page e212).

(iii) The budget costs are reasonable to the objectives, design, and significance of the proposed project. For example, The Danielson Group is well-steeped in evidence-based observations and feedback, and having them lead the instructional rounds for the Framework for Teaching sessions in person is a good investment, and saving funds by using the Gallup Strengthsfinder licenses to support leadership learning, indicates positive cost-saving measures (page e211).

(iv) In the proposed project, the three participating school districts will allocate a portion of their professional development budgets to support the program (page e49). This effort shows their commitment and represents a gradual release from the grant as they all committed to in-kind support during the grant year. In addition, the new content resources developed by Norfolk State University will add value long after the five years, for the learning educators across the districts (page e49).

(v) There is strong support for the proposed project, as evidenced by the letters of support and MOUs from nonprofit, government, and higher education partners (pages e142-160). School districts confirmed their in-kind contributions within their support letters and included the specific dollar value. This high level of commitment is a positive sign of shared investment in the proposed project's success.

Weaknesses:

(i) There are no weaknesses noted in this subfactor.

(ii) There are no weaknesses noted in this subfactor.

(iii) The proposed budget includes two 4-night conferences for the 12-member TEC board for \$33,600 to learn best practices to enhance program implementation (page e209). However, some board members provide more strategic oversight and less implementation causing misalignment with the listed purpose. If implementation is the goal, the proposed plan should see learning opportunities for those more closely connected to implementation.

(iv) The proposed project plan does not include intentional strategies to identify more partners to support sustainability efforts. For example, on page e49, this statement represents a general idea without a strategy: "We will also identify opportunities for securing additional funding sources, partnerships, and grants to support program sustainability." Additionally, the 12-member TEC Board does not include any philanthropic partners. Including strategic partners or those with financial influence early could secure commitment for funding by year 3.

(v) There are no weaknesses noted in this subfactor.

Reader's Score: 27

Sub

1. Overview Statement

General:

The proposed project uses the resources adequately and thoughtfully. It embraces a collaborative structure between all stakeholders where participating districts provide in-kind support during the grant years and direct monetary support after the grant. The budget is reasonable and aligns with the objectives, design, and outcomes. While there is strong evidence of initial support from districts, partners, and stakeholders, there are opportunities to strengthen the sustainability plan for the financial continuance of the project after five years.

Sub

Reader's Score:

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

(i) The proposed management plan is thorough and high-quality. It includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. It includes a proposal to hire four new staff, and the recruitment and retention efforts will mirror the proposed project goal to create a diverse workforce of teachers and leaders (page e50). This intentional approach to using the same evidence-based diverse hiring practices can indirectly influence Human Resources practices beyond five years. The implementation timeline is organized by the grant phases (in months), action items (by year), and responsible party(ies) (pages e52-56). In addition, the detailed plan includes the job descriptions for all core team members, including planned new hires (pages e56-61). This section is helpful for accountability to the project goals and can serve as a supplementary resource if the hiring process takes longer for new staff; it can guide requests for shared support needs so the project timeline is not compromised. Importantly, having the Superintendent provide strategic oversight as the "Grant Principal" demonstrates high commitment and strong accountability for the project (pages e56). This strong plan provides intentional strategies that will likely yield positive implementation outcomes.

(ii) The proposed project plan embeds feedback and continuous improvement throughout. For example, the "TEC Core Implementation and Oversight Team" and Advisory Board will meet quarterly to review progress, recommend changes as needed, share findings and implications for sustainable improvement, and ensure the achievement of projects on time (page e51). The "Micro-Credentials Committee" will meet monthly to review inputs, outputs, and outcomes and to address needs (page e51). Mentors and coaches will provide individualized feedback and specifics on their outputs are in the "TEC TQP Coaches/Mentors Training Plan" (page e166). The proposed plan will include interim and bi-annual reports, quarterly updates, and an online dashboard to showcase the lessons learned and promising strategies to the public. These collaborative opportunities demonstrate a shared commitment to the goals, and the bold decision to publicize data signals accountability and transparency and provides inspiration to meet and support the goals.

Weaknesses:

(i) While the proposed plan includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks, it is evident that all tasks are within the budget. The management plan does not show the alignment with the budget as a secondary check and balance. Adding this component could strengthen the plan.

(ii) There are no weaknesses noted in this subfactor.

Reader's Score: 19

Sub

1. Overview Statement

Sub

General:

The management plan is thorough and high-quality and includes clearly defined responsibilities, timelines, and milestones. There are built-in measures for accountability, transparency, and support. However, the plan does not include the budget with an alignment to the proposed tasks. Embedded in the plan are feedback and continuous improvement structures that monitor success through various monthly and quarterly meetings. It is a bold and impressive strategy to publicize project progress via a public online portal; it signals shared accountability, transparency, and trust in all staff involved in the project. Additionally, having the Superintendent as the "Grant Principal" demonstrates high commitment and strong accountability.

Reader's Score:

Priority Questions

Competitive Preference Priorities - Competitive Preference Priority 1

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

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

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

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

Strengths:

(a) The proposed project will partner with Norfolk State University (NSU), a Historically Black College or University, to diversify the teaching workforce. Specifically, the NSU College of Education is committed to advancing teacher education and improving the preparation of educators serving high-needs students in three school districts (page e8). The focus is to provide teacher licensure, leadership licensure, and yearlong professional (clinical) learning experience for urban and rural leaders (page e11).

(b) Quarterly interim and bi-annual reports will serve as guidance on how teacher preparation programs improve the diversity of teacher candidates. The reports will include perspectives on Goal 3 (to strengthen strategies to recruit and retain a diverse, highly qualified educator workforce), and the reforms identified by the data will be housed in a public portal with other lessons learned and success strategies (pages e44, e52). Additionally, the Chief of Human Resources is a part of the TEC Governance and Advisory Committee to ensure the vision of the grant goals (page e48). A promising indicator of success is that Human Resources plans to use the same evidence-based diverse hiring practices from the proposed project to hire the four new grant-funded staff (page e50).

Weaknesses:

- (a) There are no weaknesses noted in this competitive preference priority subfactor.
- (b) There are no weaknesses noted in this competitive preference priority subfactor.

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:

In the proposed project, Goal 3 is to strengthen strategies to recruit and retain a diverse, highly qualified educator workforce and Goal 5 is to build strong relationships, collaborative cultures, and strategic personnel management for hiring, placing, and retaining effective teachers with an emphasis on critical shortage areas (pages e17-18). The Academy for Resident Teachers (ART) Residency Program is designed to improve the process of preparing educators to teach rural and high-needs students (page e12). In addition, the proposed project seeks cultural representation so that faculty and staff mirror the racial and cultural diversity of the students they serve (page e18). It includes two years of professional learning leading to a Master's degree in two critical shortage teaching areas – Early Learning Grades PK-6) and Special Education (page e12).

Weaknesses:

There are no weaknesses noted in this competitive preference priority.

Reader's Score: 3

Competitive Preference Priorities - Competitive Preference Priority 3

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

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

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

Strengths:

(a) In the proposed project, coursework and professional learning centers on the “Equity of Effort” framework which has five components: 1) high expectations, 2) culturally relevant teaching, 3) individualized support, 4) student voice and agency, and 5) asset-based pedagogy (page e161). With student voice, teachers empower students to advocate for themselves, feel included, and advocate for themselves; and with an asset-based pedagogy, teachers focus on fostering a sense of confidence, competence, and belonging in the classroom (page e161). Using this framework centers students as meaningful members of the community, and it values their expertise, genius, and contributions to the classroom and world.

(b) There is no evidence of strengths for this competitive priority subfactor.

Weaknesses:

(a) There are no weaknesses competitive priority subfactor.

(b) In the proposal, there is strong advocacy for the need to retain teachers in high-need schools; it is noted as an important aspect (page e191). Additionally, goal 3 is connected to retention: to strengthen strategies to recruit and retain a diverse, highly qualified educator workforce; and the measure for objective 2 is to improve the three-year retention rate of diverse educators (page e17). However, there is no strong evidence of intentional, specific retention strategies that are unique to diverse teachers in high-need schools. Clarifying deliberate action steps for diverse teachers in high-need areas could result in higher retention rates.

Reader's Score: 1

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) There are no strengths for this competitive priority subfactor.

(b) In the proposed project, candidates participate in the year-long course “Equity Leadership for Urban and Rural Settings” which leads to a micro-credential; in the course, they develop an understanding of the unique challenges and opportunities in rural and urban education while exploring the historical and sociopolitical context of diverse school settings (page e28). Additionally, they complete an Equity Leadership capstone focused on supporting the culturally responsive social and emotional learning and development of high-need student populations (page e36). Designing

programs with an equity-lens has benefits for all stakeholders, especially students and teachers.

Weaknesses:

(a) In the proposal, the applicant mentions cultivating connections with various groups, stakeholders, and partnerships in underserved areas; however, it is not clear how educational equity and adequacy in resources are supported at specific elementary, middle, or high school levels (page e190). This lack of clarity is important as programs and support are offered differently depending on the level.

(b) There are no weaknesses for this competitive priority subfactor.

Reader's Score: 1

Invitational Priorities - Invitational Priority 1

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

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

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

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

Strengths:

This invitational priority was not included in the application for review; however, it is referenced in the application with a plan to submit it (page e8).

Weaknesses:

This invitational priority was not included in the application for review; however, it is referenced in the application with a plan to submit it (page e8).

Reader's Score:

Invitational Priorities - Invitational Priority 2

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

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

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

Strengths:

There are no strengths noted. This invitational priority was not included in the application for review; however, it is referenced in the application with a plan to submit it (page e8).

Weaknesses:

This invitational priority was not included in the application for review; however, it is referenced in the application with a plan to submit it (page e8).

Reader's Score:

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