

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

Status: Submitted

Last Updated: 07/14/2024 04:16 PM

Technical Review Coversheet

Applicant: School Board of Miami-Dade County, FL (S336S240034)

Reader #1: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Quality of Project Design | | |
| 1. Project Design | 30 | 27 |
| Quality of the Evaluation Plan | | |
| 1. Evaluation Plan | 20 | 20 |
| Adequacy of Resources | | |
| 1. Resources | 30 | 24 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 18 |
| Sub Total | 100 | 89 |
| Priority Questions | | |
| Competitive Preference Priorities | | |
| Competitive Preference Priority 1 | | |
| 1. CPP 1 | 4 | 2 |
| Competitive Preference Priority 2 | | |
| 1. CPP 2 | 3 | 3 |
| Competitive Preference Priority 3 | | |
| 1. CPP 3 | 2 | 2 |
| Competitive Preference Priority 4 | | |
| 1. CPP 4 | 2 | 2 |
| Sub Total | 11 | 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 | 98 |

Technical Review Form

Panel #2 - TQP Panel - 2: 84.336S

Reader #1: *****

Applicant: School Board of Miami-Dade County, FL (S336S240034)

Questions

Selection Criteria - Quality of Project Design

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

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

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

Strengths:

The proposal provides a rationale with a logic model. (p. e81) Research is cited and discussed presenting support for the reform and improvement of the teacher education ECE program. The goals are stated as expanding and improving recruitment of students through a GYO approach and other pathways. The second goal is to enhance teacher quality through the use of mentoring for student retention in the program. The objectives are clearly stated as increasing enrollment of students, increasing the number of students who achieve the BA degrees, and increasing the number of teachers certified who are teaching in high needs areas. The proposal also seeks to reform the current program significantly by admitting 60 students and supporting them to completion and securing jobs.(p. e28, e29) This is measurable and clear. The activities planned are directly related to this focus. In addition, performance feedback and continuous improvement are likely to have impact. These include establishing a mentor academy, initiating, Professional Learning Sessions, providing in-field coaching and establishing a mentor collaborative.(p. e33) The design includes sufficient up-to-date knowledge with research cited of Darling-Hammond, et. al., 2026, Garcia and Weiss, 2019. (p.e16) In addition, performance feedback and continuous improvement is provided in the assessment of job embedded professional learning for students. (p. e46) Regular staff meetings are planned to assess implementation progress and PST used for self-reflection for assessment. (p. e66) The extending of the project beyond the funding period is addressed with the interest in securing additional grants since the institution has a history of successful grant awards and the leveraging of partner support. The cutback of project components is also discussed to sustain the project. (p. e61)

Weaknesses:

This proposed project is not part of a larger reform effort in the district. In addition, the logic model does not have all outcomes stated in measurable terms. (p. e81) In the model it is stated an increase will be achieved but no specific percentage of increase is identified. In addition, no timeline is provided for collecting data for continuous improvement. This weakens the overall plan considerably. The capacity building of the project does not involve a plan with specific grants identified to do so and does not provide a strategy for partners assuming project components that are clearly identifiable. Therefore, sustaining the project is not likely. (p. e61) Other than 180 teachers to be recruited, outcomes are

not measurable.

Reader's Score: 27

Sub

1. Overview Statement

General:

The project is based on a needs assessment which is presented. (p. e78) The data analyzed is well presented and clear and demonstrates need. The partners are clearly identified and are housed in the Office of Human Capital Management under the Human Capital Officer which is sound. The proposal can be strengthened with a timeline for continuous improvement, a link to large scale reform of teacher preparation, and a specific sustainability plan for the period after federal funding ends. (p. e62)

Reader's Score:

Selection Criteria - Quality of the Evaluation Plan

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

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

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

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

Strengths:

The use of WestEd as the external evaluator is well planned. The overall design of assessment is strong with the use of data collection methods of focus groups, interviews, and self-reflection along with program document review. The details of the plan are described well and are impressive. The plan enables valuable and reliable performance data to be collected regarding implementation with well-constructed evaluation questions stated to guide the assessment (p e52). Outcomes are stated in measurable terms, such as "75% of these in the setting will be for underrepresented groups and 75% of teacher candidates will pass all assessments with 75% of teacher graduates hired by schools. Data collection methods are well-selected. They include focus groups, interviews, and annual reports. Citations are provided for the approach used such as Langely, et. al 2009.

Weaknesses:

none noted.

Reader's Score: 20

Sub

1. Overview Statement

General:

The evaluation is well planned. The structure and processes are identified and well-selected. The plan should identify strategies used that have been successful in tracking implementation of the project.

Sub

Reader's Score:

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

The site supports the project well with furniture, space, and equipment to successfully implement the project. The discussion of these supports is extensive and well-presented.

The budget is adequate and reasonable. For example, it is noted that jobs to be filled have job descriptions that are detailed and specific regarding skills required for hiring. (p. e148)

The personnel cost in year 1 are \$671,005.00, with travel listed at 18,900.00 and supplies at a cost of \$43,000.00. The matching funding of \$231,414.00 from the LEA and a donated amount of \$310,993.00 from partners is stated and sufficient. The Lead is 1.00FTE and the Curriculum Specialist is full time at 1.00 FTE. Other examples of reasonable cost include the Teacher Center support of \$20,000 for supplies and the evaluation at a cost of \$100,000.00 and professional development at a cost of \$100,000.00 in year 1. Of note is that students receive

\$100.00 per student for 5 sessions of training per year and there are student conference stipends provided. This is positive to expand student preparation. (p. e183) The costs are reasonable in relation to the design of the project. In addition, the plan is to tap partners for costs to sustain the project and to secure grants. Partners are committed to the project from the letters of support provided. (appendix)

Weaknesses:

The proposal does not present a sound plan for sustaining the project. No grants are identified to be secured and no partners' contributions to do so are provided. Therefore, sustainability is not likely. The financial support for students should be expanded. The costs in this economy for students to enroll in such a program are steep and it is unlikely that enrollment can be secured without student financial support in any form. This is too limited in the proposed budget for the project. (p. e160). The proposal could include more detailed contingency plans to address potential resource shortfalls or unexpected challenges.

Reader's Score: 24

Sub

1. Overview Statement

Sub

General:

The resources are satisfactory to conduct the project. The plan is sound However, there is no plan to sustain the project beyond the funding period that is clearly presented and supported with evidence of funds to do so. (p. e160)

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:

Staff meetings are identified to oversee the management of the project. They are described. The activities to be used are well presented and described and appear sound such as the Mentor Academy, the Professional Learning Sessions and In field Coach. The use of baseline data for assessment of segments identified for the project is planned, the goal is to establish a collaborative learning community and to prepare certified teachers to serve high needs schools. It is noted that the leadership team has extensive experience in grant management The use of a Student Success Advisor at 1 FTE is well planned to insure student retention. The system for student observations is planned and well explained as part of the management plan for the project. (p. e66)

Weaknesses:

The plan lacks a timeline for staff meetings and identification of who is responsible for redirecting the project if goals are monitored and not met. This needs to be specified and explained in detail the proposal. The proposal does not identify a reporting system to inform senior administrators of monitoring implementation and how the public are informed of the progress of the project The need to address the teacher shortage is important and the public needs progress reports. Such a system is needed in the proposal.

The timeline for continuous improvement is needed with staff identified as responsible for data review. There is no description of the Professional Growth Plan. There is no description of the criteria for mentor selection and there is no description of training of mentors to enable the goals of the project to be achieved. The goal of establishing a collaborative learning community is sound but there is no detail of how this would be achieved. (p. e35)

Reader's Score: 18

Sub

1. Overview Statement

General:

The management plan is provided with regular staff meetings and the applicant match is provided.

Sub

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 reform of teacher preparation is well presented. The improvement of the clinical experience and the use of mentoring are critical parts of preparation which are addressed in the proposal. (p. e28) Diverse candidates will be secured.

Weaknesses:

None noted.

Reader's Score: 2

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 use of preparation in high needs schools is well planned. Diverse educators will be entering the workforce to address shortages. Improved passing rates on the certification exam are expected as a result of the project. (p. e24]

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:

Trauma informed instructional practices are provided in the setting. Positive and inclusive practices are encouraged for use by teachers. These aspects of social and emotional responses to student needs are emphasized. (p. e7, e 20)

Weaknesses:

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:

Educational equity and access to education resources are addressed in the proposal. Improved instruction by certified teachers will improve student achievement. Attrition is addressed well by project strategies. Resources are listed in the budget and are adequate for the support of the project (p. e160-166, e25) Several strategies such as these noted are likely to achieve needed improvements in the site and in student achievement.

Weaknesses:

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:

The proposal identifies reforms to be initiated in the preparation program. They are significant. They include coaching and a revised clinical experience along with a use of professional learning community approach. The improvements are likely to achieve significant improvement in teacher performance and student achievement. (p. e34)

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:

Professional Learning Communities is the approach emphasized in the project. Data collection is described well to support this activity. In addition, professional development is extensive. A PST Institute is an example of such supports. (p. e34) Tracking of the coaching segment is also well planned.

Weaknesses:

None noted.

Reader's Score: 0

Status: Submitted

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Technical Review Coversheet

Applicant: School Board of Miami-Dade County, FL (S336S240034)

Reader #2: *****

| | Points Possible | Points Scored |
|--|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Quality of Project Design | | |
| 1. Project Design | 30 | 30 |
| Quality of the Evaluation Plan | | |
| 1. Evaluation Plan | 20 | 20 |
| Adequacy of Resources | | |
| 1. Resources | 30 | 30 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 20 |
| Sub Total | 100 | 100 |
| Priority Questions | | |
| Competitive Preference Priorities | | |
| Competitive Preference Priority 1 | | |
| 1. CPP 1 | 4 | 2 |
| Competitive Preference Priority 2 | | |
| 1. CPP 2 | 3 | 3 |
| Competitive Preference Priority 3 | | |
| 1. CPP 3 | 2 | 2 |
| Competitive Preference Priority 4 | | |
| 1. CPP 4 | 2 | 2 |
| Sub Total | 11 | 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 | 109 |

Technical Review Form

Panel #2 - TQP Panel - 2: 84.336S

Reader #2: *****

Applicant: School Board of Miami-Dade County, FL (S336S240034)

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 well-developed rationale that includes teacher shortages in early childhood/elementary education and special educations (e23). The applicant makes a clear correlation between the teacher shortage and the need for targeted recruitment and retention strategies (e24). The applicant provides a startling statistic on the large number of new teachers hired from non-educational backgrounds with limited preparation who are hired in the partner school district (e24). This is a strong example to include in the rationale considering the specific needs of students in the high need urban partner schools.
- (ii) The applicant clearly delineates well developed goals and objectives that are measurable and aligned with the ultimate needs of the students (e27). The focus on recruitment and structured mentoring will likely have a positive impact on bringing new teachers into the field and supporting them through a well-designed mentoring and induction program.
- (iii) The applicant will rely on the commitment of the partners to demonstrate a comprehensive effort to improve teaching and learning. Examples of the impact of rigorous academic standards based on school ratings are provided (e47).
- (iv) Research based strategies are clearly a component of the design and reflect up-to-date knowledge that will positively impact the proposed program (e25, 48).
- (v) The applicant includes evidence of how continuous improvement will be integrated into the use of the Professional Growth Plan during clinical experiences. One major strength of the Professional Growth Plan is that students will take it into their induction program as a new teacher, providing opportunities for ongoing continuous feedback (e49).
- (vi) The applicant intends to build capacity through their partnership and maintain the models of recruitment/retention and mentoring. These best practices will likely extend beyond the grant scope (e51).

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Sub

1. Overview Statement

General:

Overview: The quality of the design is exceptional. The applicant clearly describes each element of the design, and the rationale aligns with the absolute priority. Teacher shortages in the field of early childhood and elementary education are outlined along with the challenges of targeted recruitment and retention strategies (e23). Goals and objectives are clearly delineated and align with the rationale (e27). The strong partnership between the local school district and the university partner provides evidence of a comprehensive effort to improve teaching and learning, specifically with reference to dual enrollment and teacher professional development(e47). Proposed reforms are clearly described and based on best practices (e48).

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 a well-developed table that includes evaluation questions, methods/sources, that are in complete alignment with the goals and objectives (e53,54). Evidence of valid and reliable performance data is described and will include both quantitative and qualitative data (e52).

(ii) There is strong alignment between the goals and objectives of the proposed project and the methods to be used to collect and analyze data to support outcomes presented in Table 4 (e53,54). This alignment will likely yield strong data to support program outcomes. A strength of the evaluation is the built in methods for continuous improvement (e56). The frequency of opportunities to provide feedback will also be impactful on the overall project results (e57).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Sub

Sub

1. Overview Statement

General:

Overview: The quality of the evaluation plan is exceptional. The evaluator will use mixed methods to evaluate the project which is appropriate to determine the impact of the proposed project (e52). Evidence of a strong evaluation is described and includes alignment of the methods with the performance measures, evaluation questions, methods, and data sources (e52).

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 comprehensive evidence of staff support that includes curriculum support specialists, student success advisor, and professional learning activities (e58). One strength of this section is the applicant's allotment of time, which is often overlooked but much needed. The applicant allotted time in the project to engage in professional learning, collaboration, and planning to support project activities (e58). There is evidence that space, materials, equipment and other necessary resources will be provided by the applicant (e59).
- (ii) The budget appears adequate to support the proposed project, specifically the reform efforts such as stipends for mentor students and test preparation (e60). Test preparation is of extreme importance with underrepresented populations due to many factors and is an important component to include in the budget from the start.
- (iii) Costs delineated in the budget are reasonable, appropriate, and necessary to ensure successful implementation of the project (e155-195).
- (iv) Due to the size of the school districts and the level of funds received for various federal and state initiatives, the applicant has multiple funding sources and provides a well-developed plan to fund activities beyond the life of the grant (e62).
- (v) The content of the Letters of Support demonstrates the high level of commitment from each partner (e131, 135).

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Sub

1. Overview Statement

General:

Overview: The applicant provides evidence of exceptional resources for project implementation. Support staff, materials, and facilities are listed as resources that will be provided by the applicant (e57). Costs appear to be reasonable for the design, size, and expected outcomes of the project (e151-195). The applicant provides evidence of the necessary support to continue the project beyond the life of the grant (e62).

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 well developed and includes evidence of each component such as clearly defined responsibilities, timelines, and milestones for accomplishing project activities (e151-152).
- (ii) The applicant clearly identifies procedures for ensuring feedback and continuous improvement (e66). Project team leaders will meet regularly for observational feedback (e56).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Sub

1. Overview Statement

General:

Overview: The applicant describes the grant staff and their roles and includes the management plan (151, 152). The plan provides clearly defined responsibilities, timelines, or milestones for accomplishing project tasks. The procedures for providing feedback and continuous improvement are specifically outlined and will support the impact of project implementation and success.

Sub

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 university partner is a Minority Serving Institution that will enhance its existing expertise in recruiting diverse teacher candidates (e20). One strength is the focus on paraprofessionals, students with associate degrees, and high school students. Paraprofessionals have proven to be committed to their school and community, which contributes to teacher retention once they are teachers of record.

(b) The applicant will work in partnership with the higher education institute to develop affordable pathways for underrepresented teacher candidates to be fully represented in recruitment efforts with a focus on teacher preparation and diversity (e18, 20).

Weaknesses:

(a) The applicant is not partnering with an HBCU or other Minority Serving Institution.

(b) The applicant provides limited evidence of enhancements to be made beyond recruitment of underrepresented teacher candidates. Enhancements might also include adjusting admissions requirements, additional student support in completing coursework, and other challenges that affect student retention.

Reader's Score: 2

Competitive Preference Priorities - Competitive Preference Priority 2

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

Projects that are designed to increase the proportion of well-prepared, diverse, and effective

educators serving students, with a focus on underserved students, through increasing the number of teachers with certification or dual certification in a shortage area, or advanced certifications from nationally recognized professional organizations.

Strengths:

The applicant intends to increase the proportion of well-prepared effective educators by reforming clinical experiences and developing a high-quality mentoring program (e20). A major strength of the effort to increase the number of teachers with certification and dual certification in shortage areas includes certification exam support and (e20). Seeking National Board Certification beyond the induction years is expected to impact teacher retention and enhance teacher effectiveness (e20).

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priorities - Competitive Preference Priority 3

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

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

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

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

Strengths:

(a) The applicant clearly describes plans to implement strategies to improve students' social and emotional well-being and create a sense of belonging (e21). One major strength is professional development activities designed to prepare teacher candidates to consider the holistic needs of underserved students. Other professional learning topics will include trauma informed practices and mental health awareness (e21). These topics are critical to consider in high need schools for students who have experienced unthinkable tragedies in their young lives.

(b) The applicant provides evidence of best practices for advancing student success by engaging students in activities that create a sense of inclusivity. Examples include participation in Future Teacher Conferences, teacher academies, and dual enrollment courses, among others (e21). Improving retention of fully certified, experienced and effective educators in high needs schools in addressed throughout the proposal and is one of the goals of the project (e27).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priorities - Competitive Preference Priority 4

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

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

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

(1) Early learning programs.

(2) Elementary school.

(3) Middle school.

(4) High school.

(5) Career and technical education programs.

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

(7) Alternative schools and programs.

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

Strengths:

(a) The applicant will focus on early childhood, elementary, middle and high school, and CTE programs (e21)

(b) The applicant clearly describes the importance of equity as it relates to students in high need schools having access to high quality teachers, effective instruction and appropriate educational resources (e21). The applicant suggests professional learning opportunities will incorporate best practices for ensuring educators are better prepared to create classroom environments that exam sources of inequity and advocate in response to the needs of the students (e21). Inequities in schools start with teachers and administrators who are most often the first line of defense for students who are experiencing the greatest needs

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Invitational Priorities - Invitational Priority 1

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

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

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

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

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

Strengths:

The applicant currently implements GYO programs that meet all requirements as established programs. A major strength of the programs is the opportunity for candidates to earn their bachelor's degree while remaining employed (e22). As research suggests, providing pathways for individuals already invested in the school community will positively contribute to teacher recruitment, preparation, and retention.

Weaknesses:

No weaknesses noted.

Reader's Score: 0

Invitational Priorities - Invitational Priority 2

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

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

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

Strengths:

The applicant sufficiently describes how they will leverage the partnership to recruit and prepare high school students in teaching academies to obtain industry certification through dual enrollment and credit toward an associate's degree (e22). This is an excellent approach to reach high school students while they are considering career choices and earned college coursework is an excellent incentive. This approach also addresses an intentional collaboration between the university and local school district.

The applicant also describes the collaborative effort to develop professional learning communities and peer learning collaboratives focusing on enhancing the experience of early elementary students (e22). Initiatives such as these will provide opportunities for teacher voice in a safe environment and encourages reciprocal mentoring.

Weaknesses:

No weaknesses noted.

Reader's Score: **0**

Status: Submitted
Last Updated: 07/12/2024 08:41 PM

Status: Submitted

Last Updated: 07/13/2024 02:06 PM

Technical Review Coversheet

Applicant: School Board of Miami-Dade County, FL (S336S240034)

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 | 20 |
| Adequacy of Resources | | |
| 1. Resources | 30 | 27 |
| Quality of the Management Plan | | |
| 1. Management Plan | 20 | 19 |
| Sub Total | 100 | 96 |
| Priority Questions | | |
| Competitive Preference Priorities | | |
| Competitive Preference Priority 1 | | |
| 1. CPP 1 | 4 | 2 |
| Competitive Preference Priority 2 | | |
| 1. CPP 2 | 3 | 3 |
| Competitive Preference Priority 3 | | |
| 1. CPP 3 | 2 | 2 |
| Competitive Preference Priority 4 | | |
| 1. CPP 4 | 2 | 2 |
| Sub Total | 11 | 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 #2 - TQP Panel - 2: 84.336S

Reader #3: *****

Applicant: School Board of Miami-Dade County, FL (S336S240034)

Questions

Selection Criteria - Quality of Project Design

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

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

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

Strengths:

The initiative, Edu-PARTNERS, focuses on expanding teacher recruitment through traditional, non-traditional, and Grow Your Own (GYO) pathways, enhancing teacher quality through structured mentoring support, and aligning the curriculum with best practices in teacher preparation. The design integrates up-to-date research and effective practices to support rigorous academic standards, ensuring that the project's goals, objectives, and outcomes are clearly specified and measurable. The project is designed to build capacity and yield sustainable results beyond the period of federal financial assistance, incorporating performance feedback and continuous improvement mechanisms to ensure ongoing relevance and effectiveness (Page e13, e18, e27).

- (i) Rationale and Logic Model: The proposal includes a clear rationale and logic model, demonstrating a comprehensive approach to addressing teacher shortages and improving teacher quality through the Edu-PARTNERS initiative (pages e12, e81).
- (ii) Goals, Objectives, and Outcomes: The goals, objectives, and outcomes are clearly specified and measurable. The proposal aims to increase recruitment, improve teacher preparation, and enhance teacher retention through structured mentoring and support (pages e13, e27, e31).
- (iii) Comprehensive Effort: The project is part of a comprehensive effort to improve teaching and learning, supporting rigorous academic standards for students. It includes collaboration between Miami-Dade County Public Schools (M-DCPS) and Miami Dade College (MDC) to enhance teacher preparation programs and support new teachers (pages e33, e46).
- (iv) Up-to-Date Knowledge: The design reflects up-to-date knowledge from research and effective practices, including evidence-based mentoring and professional development strategies (pages e34, e47).
- (v) Performance Feedback and Continuous Improvement: The proposal integrates performance feedback and continuous improvement mechanisms, including regular evaluations and adjustments based on data analysis (pages e35,

e52).

(vi) Capacity Building: The project is designed to build capacity and yield results beyond the period of federal financial assistance, with a focus on sustainable practices and long-term impact (pages e37, e50).

Weaknesses:

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

Reader's Score: 30

Sub

1. Overview Statement

General:

The Miami-Dade County Public Schools (M-DCPS) and Miami Dade College (MDC) have collaboratively developed the Edu-PARTNERS initiative, a comprehensive project to address critical teacher shortages and enhance teacher quality in high-need areas. The proposal seeks to secure funding under the U.S. Department of Education's Teacher Quality Partnership (TQP) Grant Program. The initiative is designed to expand teacher recruitment through traditional, non-traditional, and Grow Your Own (GYO) pathways, improve teacher quality through structured mentoring support, and align the curriculum with best practices in teacher preparation.

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) Valid and Reliable Methods: The evaluation plan includes methods that will provide valid and reliable performance data on relevant outcomes. Using qualitative and quantitative data strengthens the evaluation approach (pages e38, e52). The applicant clearly notes how they will determine the impact of Edu- PARTNERS, they will implement a QED in the last year of the grant to address whether the Edu-PARTNERS project is more effective at preparing a diverse teacher workforce.

(ii) Thorough and Feasible: The evaluation methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The plan includes regular data collection, analysis, and reporting to ensure

continuous improvement (pages e41, e55). They clearly identify the collection and analysis of required Government Performance and Results Act (GPRA) measures. (e54)

Weaknesses:

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

Reader's Score: 20

Sub

1. Overview Statement

General:

The evaluation plan is comprehensive and well-structured, with a strong emphasis on validity and reliability. However, more detailed information on specific evaluation tools and real-time adjustments would enhance the plan. The Evaluation Plan is dedicated to assessing the effectiveness and impact of the Edu-PARTNERS initiative. This section describes the methods of evaluation that will be employed to provide valid and reliable performance data on relevant outcomes. The evaluation methods are thorough, feasible, and appropriate to the project's goals, objectives, and outcomes. The plan includes a detailed approach to data collection, analysis, and reporting, ensuring that the evaluation process supports continuous improvement and provides actionable insights for enhancing the project's implementation and outcomes. Specific performance measures, such as certification rates and retention rates, are aligned with the project's goals, ensuring that the evaluation provides relevant and actionable insights (Page e33, e80).

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) Support and Resources: The proposal demonstrates adequate support, including facilities, equipment, supplies, and other resources from both M-DCPS and MDC. The collaboration between these institutions leverages existing resources effectively (pages e43, e57).
- (ii) Budget Adequacy: The budget is adequate to support the proposed project, with detailed justifications for the requested funds. The proposal outlines how the funds will be used to achieve the project objectives (pages e45, e59).
- (iii) Reasonable Costs: The costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. The proposal includes cost-saving measures and efficient use of resources (pages e46, e60).
- (iv) Sustainability: The applicant demonstrates the ability to operate the project beyond the length of the grant, including a multi-year financial and operating model and commitment from partners (pages e47, e62).
- (v) Partner Commitment: There is clear evidence of commitment from each partner, including letters of support and detailed roles and responsibilities (pages e49, e131).

Weaknesses:

- (i) No weakness noted.
- (ii) No weakness noted.
- (iii) No weakness noted.
- (iv) The proposal could include more detailed contingency plans to address potential resource shortfalls or unexpected challenges.
- (v) No weakness noted.

Reader's Score: 27

Sub

1. Overview Statement

General:

The proposal demonstrates strong resource adequacy, with detailed budget justifications and evidence of partner commitment. The focus on sustainability and efficient resource use is a significant strength. The Adequacy of Resources evaluates the support and resources available to implement the Edu-PARTNERS initiative effectively. This section details the facilities, equipment, supplies, and other resources provided by Miami-Dade County Public Schools (M-DCPS) and Miami Dade College (MDC). It assesses the adequacy of the budget to support the project's activities and ensures that the costs are reasonable in relation to the project's objectives and potential significance. Additionally, it demonstrates the applicant's capacity to sustain the project beyond the grant period, highlighting the commitment of partners and stakeholders to the project's long-term success. The project benefits from the active involvement of multiple partners, each contributing essential resources and expertise to ensure the project's success (Page e43, e45, e47).

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) Management Plan: The management plan is adequate to achieve the proposed project's objectives on time and within budget. It includes responsibilities, timelines, and milestones for accomplishing project tasks (pages e50, e65). The appendix has an abbreviated implementation guide. The Appendix H.3. Management Plan Implementation contains categories of staff.

(ii) Feedback and Improvement: The procedures for ensuring feedback and continuous improvement are well-defined, with regular progress monitoring and adjustments based on data and feedback (pages e52, e66).

Weaknesses:

(i) The proposal could provide more specific examples of how the management team will address and resolve challenges that arise during the project.

(ii) No weakness noted.

Reader's Score: 19

Sub

1. Overview Statement

General:

The management plan is well-structured, with clear responsibilities and timelines. The emphasis on continuous improvement is commendable, though more specific examples of challenge resolution would be beneficial. The Management Plan outlines the organizational and operational strategies for achieving the Edu-PARTNERS initiative's objectives on time and within budget. This section includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. It also describes the procedures for ensuring feedback and continuous improvement in the project's operation. The management plan ensures that the project is well-coordinated and effectively managed, with mechanisms in place to address challenges and adapt to changing circumstances. The plan includes detailed partnership plans and formal letters of commitment from partners, ensuring collaborative and sustained efforts towards the project's success (Page e50, e52). The Edu-PARTNERS initiative represents a strategic effort to address teacher shortages and improve teacher quality in Miami-Dade County. By leveraging the strengths of M-DCPS and MDC, the project aims to create a sustainable pipeline of highly qualified teachers who are well-prepared to meet the diverse needs of students in high-need areas. The comprehensive approach, detailed evaluation plan, and strong commitment from partners underscore the project's potential for significant and lasting

Sub

impact on education in the region.

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) No strength noted.

b) The Edu-PARTNERS initiative aims to increase educator diversity by actively recruiting individuals from underrepresented backgrounds. Increasing the cultural and linguistic diversity of the teaching population has been shown to improve student outcomes, and this collaboration aims to foster a sense of community and belonging within M-DCPS (Page e19).

The focus on increasing educator diversity through targeted recruitment and leveraging institutional strengths is well-articulated and aligns with the priority.

Weaknesses:

b) The applicant does not identify as a minority servicing institution and that they are not partnering with one.

c) No weakness noted.

Reader's Score: 2

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:

Supporting a Diverse Educator Workforce and Professional Growth: The proposal includes comprehensive strategies to support a diverse educator workforce, including reforms to teacher preparation programs and professional development for new teachers (pages e7, e20).

Edu-PARTNERS is committed to strengthening a diverse educator workforce through reforms in clinical experiences and the development of high-quality mentors. MDC and M-DCPS will reform protocols to foster pre-service teacher (PST) growth and support by developing high-quality mentors. Additionally, M-DCPS is reforming its Florida Teacher Certification Exams (FTCE) tutorial program to aid new teachers in obtaining dual certification, addressing the needs of students in Exceptional Student Education (ESE) and English Language Learners (ELL) programs. The collaboration also includes introducing new teachers to the National Board for Professional Teaching Standards, supporting their professional growth beyond the induction program (Page e19).

The strategies for supporting a diverse educator workforce are comprehensive and well-aligned with the priority, demonstrating a strong commitment to professional growth.

Weaknesses:

No weakness noted

Reader's Score: 3

Competitive Preference Priorities - Competitive Preference Priority 3

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

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

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

(b) Implementing evidence-based practices for advancing student success for underserved

students. Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas. (1 pt)

Strengths:

The proposal addresses this priority by incorporating professional learning on trauma-informed practices and mental health awareness, fostering a positive and inclusive student climate (pages e7, e20).

The Edu-PARTNERS initiative emphasizes the importance of addressing the social, emotional, and academic needs of students. This includes professional learning sessions on trauma-informed practices and mental health awareness, ensuring that PSTs and new teachers are equipped to create safe, inclusive, and supportive classroom environments. The initiative also involves engaging high school students in activities such as the M-DCPS Florida Future Educators student conference, Teaching Academies, Career and Technical Education (CTE) courses, and Dual Enrollment courses. These efforts aim to foster a sense of belonging and inclusivity among PSTs, new teachers, and students, promoting stronger achievement and mental health wellness (Page e20).

The emphasis on addressing students' social, emotional, and academic needs through targeted professional learning is commendable and aligns well with the priority.

Weaknesses:

No weakness noted.

Reader's Score: 2

Competitive Preference Priorities - Competitive Preference Priority 4

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

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

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

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

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

Strengths:

The project promotes educational equity by ensuring all students, especially those in high-need schools, have access to high-quality teachers and resources (pages e7, e21). Edu-PARTNERS clearly demonstrates how they promote equity in student access to educational resources and opportunities by ensuring that all students, especially those in high-need schools, have access to high-quality teachers. This involves strategically placing well-prepared teachers in underserved

schools and providing professional learning experiences tailored to specific student populations, such as ESE and ELL students. The initiative aims to create equitable access to educational resources and opportunities, ensuring all students succeed regardless of their background (Page e21).

The proposal's focus on promoting equity in educational resources and opportunities is well-articulated and aligns strongly with the priority.

Weaknesses:

No weakness noted.

Reader's Score: 2

Invitational Priorities - Invitational Priority 1

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

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

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

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

Strengths:

The applicant, through the Edu-PARTNERS initiative, meets Invitational Priority 1 (IP1) by collaborating with Miami-Dade County Public Schools (M-DCPS) to expand Grow Your Own (GYO) programs, including the competency-based Teacher Apprenticeship Program (TAP). This initiative addresses teacher shortages in high-needs areas and schools by removing barriers to entering the teaching profession. It supports diverse teacher candidates from the local community, minimizes financial burdens by allowing participants to earn their bachelor's degrees while employed, and ensures structured pathways with mentorship and paid on-the-job learning experiences. These elements collectively ensure participants meet all state certification requirements. (pg e22)

Weaknesses:

No weakness noted.

Reader's Score: 0

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

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

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

Strengths:

The applicant meets Invitational Priority 2 (IP2) by leveraging the partnership between Miami-Dade County Public Schools (M-DCPS) and Miami Dade College (MDC) to support early elementary educators and school leaders through a comprehensive professional development framework. This includes collaborative professional learning communities and peer learning collaboratives involving CTE teachers, MDC's School of Education, and early childhood pre-service teachers (PSTs). The initiative focuses on systemic alignment across K-2, effective transitions into kindergarten, and developmentally informed instructional practices. Additionally, MDC Teacher Apprentices and Teacher Residents work with M-DCPS to engage parents, families, and caregivers, fostering successful family engagement and everyday school attendance. Through M-DCPS's Parent Academy, these educators share their experiences and pathways to obtaining bachelor's degrees at no cost, thereby inspiring families and promoting educational equity and access. (pgs. e22-23)

Weaknesses:

No weakness noted.

Reader's Score: 0

Status: Submitted

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