

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

Status: Submitted

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## Technical Review Coversheet

**Applicant:** Midlands Community Development Corporation (S336S240062)

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

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

# Technical Review Form

Panel #9 - TQP Panel - 9: 84.336S

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

Applicant: Midlands Community Development Corporation (S336S240062)

## 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's logic model (page e36) presents the project goal, objectives, activities, outputs, and outcomes. These connections between the required components will provide a strong structure to address the rationale for the project to address the school district and educator preparation gaps in services. (5 points awarded.)
- (ii) The applicant presents the needs of the school district and its students with the proposed project activities which will address those needs. The logic model also provides connection with the needs, project activities, and outcomes with the data measures and sources presented in the table on page e37. The project measures and outcomes are all clear and measurable (pages e57-58). (5 points awarded.)
- (iii) The proposed plan operates within the South Carolina teacher preparation guidelines with an emphasis on highly effective teaching which directly impacts students learning (page e38). This comprehensive approach will serve to augment the current existing reforms in teacher education at South Carolina State University. (5 points awarded.)
- (iv) The applicant presents two evidence-based studies as the foundation for the proposed project (page e35). One of the studies – Parkinson et al., 2015 is not only relevant but provides clarity on the outcome of providing teachers with coaching and professional development (page e35). (5 points awarded.)
- (v) Assessment, portfolios, and observational feedback are all crucial parts of this proposal (pages 49-50, e52). The applicant has extensive research and evaluation experience to collect student feedback and generate data needed to facilitate continuous improvement and sustainability of this project (page e53). The plan to deliver feedback which contributes to continuous improvement is very good. (5 points awarded.)
- (vi) On page e53, the applicant asserts that through the sound feedback and continuous improvement plan, the project will be sustainable to build capacity and yield results in teacher preparation and student success (page e64). (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 an adequate plan for the proposed project design. The applicant presents a sound rationale with a clear logic model. The goals, objectives, and outcomes are clear and measurable and are framed as an extension of the overall innovative approach to recruiting, training, and retention of diverse teacher candidates. The project has relevant and up-to-date evidence for the proposal with a sound plan to produce performance feedback and continuous improvement which will also contribute to capacity building and yield relevant results.

**Reader's Score:**

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

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

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

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

**Strengths:**

- (i) The evaluation plan presented is designed to collect valid and reliable data that is directly associated with the project performance on activities and outcomes (pages e54, e57-58). The evaluation plan is comprehensive and will produce evidence on the effectiveness of this project. (10 points awarded.)
- (ii) The applicant presents research questions, which guide the evaluation plan and activities (page e55). The plan includes a formative and summative evaluation plan (page e59) as well as a solid approach to design an evaluation which will meet the What Works Clearinghouse standards (page e60). The evaluation plan is extensive and exemplary.

**Weaknesses:**

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

Reader's Score: 20

Sub

### 1. Overview Statement

#### General:

The applicant presents an excellent evaluation plan for the proposed project. The evaluation methodology will collect valid and reliable data, produce high quality evaluation and analysis, and all the evaluation plan tasks are aligned to make sure that they are thorough, feasible, and appropriate to the 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) The applicant states the facilities, equipment, technology, expertise, and grant management that are present and will be made available for the successful development and implementation of this project (pages e61-62). The applicant's resources presented are strong and well-aligned to support this project. (6 points awarded.)
- (ii) The budget narrative outlines the salaries, travel, supplies, contractual needs, and stipends among the major requested funding areas (pages e62-63). These are all necessary and justifiable for the delivery of this proposed project. (6 points awarded.)
- (iii) All of the costs in the budget presented are reasonable and allowable. The costs will support the objectives, design, and effectiveness evaluation of this project. (6 points awarded.)
- (iv) The project discusses the long-term and multi-year approach with the partners in this proposal to ensure that this project continues to deliver high-quality teacher graduates in these high need school districts (pages e66-67). This approach for project sustainability is well-designed and presented to ensure the continuity of this beyond the grant funding. (6 points awarded.)
- (v) The project has the history of partnership between the evaluators, the school districts, the higher education teacher preparation program, and community agency (page e70-71). The partners have all committed resources and dedication to

this proposed project. (6 points awarded.)

**Weaknesses:**

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

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The applicant's statement of adequacy of resources is excellent. The applicant provides strong statements of support in facilities equipment, supplies, and personnel. The budget presented seems adequate to support the proposed project and all costs, including staff salaries and residency stipends, presented in the budget are reasonable. The applicant has a strong commitment to its partners in this project as well as a dedicated commitment from them for the duration of this project and beyond grant funding as well.

**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 oversight of access, timely implementation, budget oversight, policies and procedures, personnel, timeline, feedback and engaging with underrepresented groups is presented as the comprehensive approach for the management of this project (pages e71-73). The responsible personnel are presented, all of which have strong credentials, and the timeline and milestones are also discussed in detail (pages e76-78). The management plan will confidently achieve the objectives for this plan. (10 points awarded.)
- (ii) The project design and evaluation plan have feedback and continuous improvement woven throughout the project activities and all aspects of this project (pages e73, e79). This feedback and improvement plan is integral to the continued progress and adaptability of the project management to address challenges and roadblocks. (10 points awarded.)

**Weaknesses:**

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

**Reader's Score: 20****Sub****1. Overview Statement****General:**

The applicant presents an extremely strong management plan which covers a multi-layered approach to this project. The applicant will achieve the objectives of this plan including the personnel responsible for activities, the timeline, and milestones for the project. The applicant has also included a comprehensive discussion for the feedback and continuous improvement plan for this project.

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

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

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

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

**Strengths:**

(a) The South Carolina partnership includes South Carolina State University, an HBCU with a historical track record of training and supporting the development of diverse teacher candidates (pages e21-24). The proposal cites strong evidence, as determined by the What Works Clearinghouse, to attract, support, and place diverse teacher candidates (pages e17-18). The proposal's plan to address the critical diverse teacher shortage is solid and comprehensive. (2 points awarded.)

(b) The evidence presented in the application is relevant and applicable to reforms to the teacher preparation program at SCSU (ages e17-18). The applicant will work with SCSU to revise teacher candidate admission, completion, and placement fully addressing this sub-priority (page e20). (2 points awarded.)

**Weaknesses:**

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

**Reader's Score: 4**

**Competitive Preference Priorities - Competitive Preference Priority 2**

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

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

**Strengths:**

The applicant makes a strong assertion that quality diverse teacher preparation will positively impact student success, especially those underserved students (page e20). The applicant also has identified potential teacher candidates who already hold a 4-year degree (page e26), and other underrepresented professional organizations (pages e26-27). The applicant has an excellent approach to supporting diverse educator workforce professional growth to strengthen student learning. (3 points awarded.)

**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) Using a strong evidence-based framework for teacher preparation, the applicant will provide educator micro-credentialing with one specifically for teachers – Social-Emotional Learning (SEL), Equity, and Culturally Responsive Pedagogy, and another for leader training – SEL, Equity, and Culturally Responsive Systemic Change (page e27). The applicant demonstrates a strong desire to address student SEL, belonging, and inclusion through teacher and leadership training. (1 point awarded.)



(b) The evidence-based research provides guidance and support for innovative changes in curriculum, such as micro-credentialing, to address the advance of underserved student success (page e27). The new approach has potential to retain effective educators in high need schools. (1 point awarded.)

**Weaknesses:**

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

**Reader's Score: 2**

**Competitive Preference Priorities - Competitive Preference Priority 4**

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

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

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

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

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

**Strengths:**

The applicant proposes a project to increase educational equity and adequacy in resources throughout the K-12 system in the identified school districts. The progressive micro-credentials will support the development of a preparation program which closes the gaps in diverse educator preparation (pages e28-29).

**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 is partnered with two LEAs addressing the needs for teachers and students with the foundation of the proposed project in evidence-based approaches, such as micro-credentialing (pages e28-29). Standards for educator residency that is fully supported and funded by the applicant's grant application are also presented in the application (pages 29-30). The applicant will support teacher candidates who either hold a 4-year degree or will support candidates as they complete the degree, leading to a South Carolina teaching credential.

#### **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:**

N/A

**Weaknesses:**

N/A

**Reader's Score:** 0

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**Status:** Submitted

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

Status: Submitted

Last Updated: 07/12/2024 04:47 PM

## Technical Review Coversheet

**Applicant:** Midlands Community Development Corporation (S336S240062)

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

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

# Technical Review Form

Panel #9 - TQP Panel - 9: 84.336S

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

Applicant: Midlands Community Development Corporation (S336S240062)

## 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 aims to support Fellows to improve their practice to increase student achievement in high-priority schools. (e31). Additionally, a thorough logic model is provided that demonstrates the objectives, inputs, activities, and outcomes. (e36) If well implemented, EGOT will guide the process and outcomes of the program. (e36) (+5)
- ii) The proposed project provides one primary goal which is to raise the academic achievement of high-need students by improving educator effectiveness. There are four specific objectives listed to meet this goal. For example, one objective in the proposal is to improve academic achievement in high needs schools. (e36-37) This first objective will be measured using data from the SC Assessment scores as well as graduation rates making it a measurable goal. (e36-37) Analyzing data will help to identify areas of strengths and weaknesses on specific indicators as well as make instructional adjustments.
- iii) Using strategies such as Improvement Science and advancing equity in the coursework, the plan is clear and concise and will support the academic standards for students. (e39-40) Additionally, the residency model provides a 3+1 model which provides an opportunity for the participants to gain mentoring and problem solving simultaneously. (e41) Also, the proposal provides a comprehensive plan that includes 3 strategies that, if effectively implemented, can increase equity in K-12 learning and expand student access to high quality educators within the program. (e42). (+5)
- iv) The leadership coaches will use the CASEL framework which is an up-to-date tool to impact instructional standards and skills of teachers. (e79 -80) Additionally, targeted coaching practices will support the participants. The project has a graph that will potentially use targeted coaching interventions to improve efficacy for teachers. (e79-80) (+5)
- v) One of the methods that the proposed project will implement is the questioning techniques to use when confronted with a challenge. (e80). This approach offers the participants the opportunity to problem-solve and think through a matter instead of receiving a direct answer from the assigned coach. Another feedback opportunity presented in the proposal is that the new teachers will engage in personal reflections and self-assessments, receive and incorporate weekly feedback from their Coach, and co-teach bi-weekly with their coach. This type of feedback offers valuable learning opportunities,

allowing individuals to understand what they did well and what can be improved. (+5)

vi) The applicant presents reasonable information to determine that the project will extend beyond the period of Federal assistance. For example, MCDC and collaborating district partners will form a Replication Support Team (RST) to expand the reach of EGOT, maximize the impact of federal funding and sustain efforts beyond the grant period through a network educator excellence platform and instructional excellence clearing house strategies. (e52-53) (+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 proposed project, Educator Growth for Organizational Transformation (EGOT) provides a comprehensive proposal with a detailed rationale. An appropriate logic model is included, and the goals, objectives and outcomes are clearly specified and measurable. The Proposal includes an extensive outline of efforts to improve the teaching and learning process and it reflects up-to- date knowledge from research and effective practice. Continuous feedback will be interwoven throughout the project and provide opportunities to extend the project beyond the Federal financial assistance period.

**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 proposes to use EduShift, Inc. (ESI) to conduct process and outcome evaluation that links all partners through collaborative data collection, data analysis, reporting and feedback, promoting continuous quality improvement throughout the duration of EGOT. (e53) The proposed evaluation will use four methods to include evaluation oversight and evaluation methodology. It will be designed to meet WWC Standards and Objective, Measurable Performance. (e53)

Implementing a research question to determine the performance of the participants versus non-participants will provide valid information to help determine the success of the program's strategies and activities. (+10)

ii) In conjunction with the WWC standards, the proposed project applicant indicates that the FORECAST Model will be used to collect data, evaluate tools aligned to objectives and consistently review the evaluation methodology. Additionally, a detailed chart shows the alignment of the goals, objectives and outcomes of the proposed project. (e 57-58). Regular evaluation intervals are planned, allowing for timely adjustments and improvements (+10)

**Weaknesses:**

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

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The evaluation plan provides valid and reliable performance data on relevant outcomes. The methods of evaluation are convincing, extensive and appropriate to the goals, objectives and outcomes of the proposed project. The evaluation plan includes both qualitative and quantitative measures, providing a comprehensive assessment of the project's impact.

**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) Resources are clearly identified to support the adequacy of the project. The project includes both human and material resources. For example, the proposal includes the use of robotic labs as well as university media center uses. (e62) The learning, technology and facility use demonstrates the support of the partners. (e62) The project has a well-detailed budget that justifies each expense, ensuring that resources are allocated efficiently. (+6)

ii) The proposed project includes the personnel and fringe benefits, travel, supplies, contracts, living stipends. Specifically, the proposal includes a 100% contributing match from MCDC, SC State, Voorhees, Orangeburg and Calhoun universities. (e64) Sufficient staffing and expertise are identified to carry out the project activities successfully. (+6)

iii) The costs of the resources are reasonable considering the budget categories and alignment for the objectives and design of the program. For example, the cost of \$255,391 over the five-year period. The cost decreases from about \$65,000 to \$38,000 demonstrating appropriate use for lasting supplies. (Page 1- budget). (+6)

iv) To ensure that the project extends beyond the length of the grant, MCDC and its school district and university partners have pledged match resources equal to 100% of requested Federal funds in accordance with grant program requirements. (e61) The proposal includes three areas to support the sustainability of the grant beyond the period. The three areas include developing a training model, creating teaching endorsements, and creating a pilot residency program for MCDC. (e64-65) Matching funds ensure that the project continues to receive financial support after the initial grant period ends, allowing for sustained operations and long-term impact. (+6)

v) The commitment of each partner in the proposed project is evident through the Multi-Year Operating Plan / Financial Plan, the District Support Plan, the Diverse stakeholders' contributions and how the sustainability efforts will continue beyond the length of the grant. (e 66-e70) Additionally, letters of support are provided from various organizations (e369-375) These established partnerships can help ensure the sustainability of the project beyond the grant period. The partners may commit to ongoing support, helping to maintain and expand the project's impact. (+6)

**Weaknesses:**

i) None were noted.

ii) None were noted.

iii) None were noted.

iv) None were noted.

v) None were noted.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The proposed project EGOT provides strong evidence of appropriate use of resources. The budget is adequate to support the project and the costs are reasonable. The applicant demonstrates that it has the resources to operate beyond the length of the grant and commitment from partners is evident. Evidence from the partner commitment is extensive and if completed as written, the implementation of the project will be a success.

**Reader's Score:**

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

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

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



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

**Strengths:**

i) The applicant's management plan ensures objectives will be accomplished on time if executed effectively. The proposed management plan outlines eight areas of focus to include the major goal and objectives to achieve the plan, for example, equal access, timelines, procedures, feedback, etc. (e71) The Advisory Board as overseers of the management plan will support the execution of the plan with fidelity if appropriately monitored. (e73) (+10)

ii) The proposal includes reasonable procedures for ensuring feedback and continuous improvement in the operation of the proposed project. For example, the mentors will provide instructional rounds for the Fellows as well as induction support. (e75) This is critical to the success of a program of this scale. The mentors will see the fellows daily while the program overseers will interact with them periodically. Additionally, with the collaboration of HR, the fellows would be co-selected by the proposed grantee. This will provide the school district with understanding of the content, pedagogy, and assessments used to enhance the learning of the students that they will teach. (e75) (+10)

**Weaknesses:**

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

**Reader's Score: 20**

Sub

**1. Overview Statement**

**General:**

The management plan provided included clearly articulated 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 narrative including objectives, activities, timelines, personnel and milestones that are outlined for clearly accomplishing project tasks.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priorities - Competitive Preference Priority 1**

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

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

- (a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under part B of title III and subpart 4 of part A title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 502 of the HEA),**

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

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

**Strengths:**

a) The proposed project includes partners from South Carolina State University (HBCU), Orangeburg County School District and Calhoun County School District. (e11) Reviewing data from the lack of diversity within the district, (e23), the applicant proposes to increase the number of Black and Hispanic males who serve as teachers. (e24) (+2)

b) The proposed applicant states that it will take the critical lessons learned through recruitment, outreach, training, and onboarding to create a systemic conceptual framework and strategic plan for each district to assist district stakeholders with the recruitment, training, onboarding and retention of new candidates for their districts and/or networks. (e30) (+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 provides evidence that identified more than 185 paraeducators and substitute teachers, from diverse backgrounds, who currently have an undergraduate degree and received a highly effective rating in one of the partnering LEAs who could potentially be candidates for teacher certification. (e26) Growing your own from the internal talents will afford the students to experience a diverse educator pool. (+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) To foster a sense of belonging and inclusion for underserved students, the applicant will design two competency-based micro credentials - one specifically for teachers (Social-Emotional Learning (SEL), Equity, and Culturally Responsive Pedagogy) and one for leaders (SEL, Equity and Culturally Responsive Systemic Change). (e27) The SEL approach will support the Fellows by emphasizing the pillars which will also support inclusion and feeling a sense of belonging. (+1)

b) The applicant will partner with South Carolina State's School of Education to provide a pathway for teachers who are currently certified in another content area, but who may desire to obtain dual certification in one of the following critical shortage areas in the state of South Carolina: 1) special education 2) secondary science; 3) secondary mathematics; 4) world languages or teachers who seek a ZA endorsement for early childhood education, etc. (e27). These are shortage areas nationally and providing a pathway to obtain certification in these areas will contribute to the success of this initiative. (+1)

**Weaknesses:**

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

Reader's Score: 2

### Competitive Preference Priorities - Competitive Preference Priority 4

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

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

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

- (1) Early learning programs.**
- (2) Elementary school.**
- (3) Middle school.**
- (4) High school.**

(5) Career and technical education programs.

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

(7) Alternative schools and programs.

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

**Strengths:**

The applicant focuses on closing the achievement gap by having the fellows provide equal access to teaching and learning for all students and educators. (e28) In order to achieve this goal, the proposal focuses on three areas: closing achievement gaps, closing equity gaps and providing assessments on the teaching and learning process. (e28) These three areas will afford the proposed applicant to target specific identified gaps and align the resources provided through grant funding to do so. (+2)

**Weaknesses:**

None were noted.

**Reader's Score: 2**

**Invitational Priorities - Invitational Priority 1**

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

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

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

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

**Strengths:**

The proposed applicant plans to develop a comprehensive plan for each of our districts to implement a “Grow Your Own” program that can be sustained beyond the scope of the grant. (e30) Additionally, as mentioned in the project, a “grow your own” teacher approach can help build diversity and shape an instructional staff that reflects a district’s demographics.

**Weaknesses:**

None were noted.

**Reader's Score:**

**Invitational Priorities - Invitational Priority 2**

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

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

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

**Strengths:**

N/A The applicant did not address Invitational Priority 2

**Weaknesses:**

N/A The applicant did not address Invitational Priority 2

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 07/12/2024 04:47 PM

Status: Submitted

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

## Technical Review Coversheet

**Applicant:** Midlands Community Development Corporation (S336S240062)

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

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

# Technical Review Form

Panel #9 - TQP Panel - 9: 84.336S

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

Applicant: Midlands Community Development Corporation (S336S240062)

## 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 compelling rationale about the need for Black males in education. Data shows that less than 2% of teachers in the U.S. are men of color (page e14). Data presented shows that Black male teachers have a positive impact on all races, especially Black students (page e15). The proposed aim of the project is to improve educator effectiveness and raise student achievement in some of the highest-need schools in South Carolina through the Educator Growth for Organizational Transformation (EGOT) program (page e8). The logic model included is comprehensive (page e36). This design is strong as all components align; therefore, creating a great opportunity to meet the program goals if implemented with fidelity.
- (ii) The proposed project includes one core goal (to raise the academic achievement of high-need students by improving educator effectiveness) with four main objectives: 1) improve academic achievement in high-need schools, 2) equip educators with skills to promote 21st Century Learning, 3) increase the number of educators who attain advanced credentials, and 4) increase the impact of EGOT through effective replication and scaled impact strategies. The goals, objectives, and outcomes of the proposed project are clear, specified, measurable, and timelines (e76-78). Some measures include assessment scores, graduation rates, completer rates, and rubric ratings on performance evaluations, and this mix of data sources increases validity and reliability (pages e36-37).
- (iii) The proposed project plan uses the EGOT framework which includes four components: 1) Procedures (intentional candidate selection, stipends, and a Master of Arts in Teaching or Educational Leadership), 2) foundational coursework and micro-credentials in STEM and Emotional Learning, Equity, and Cultural Competence, 3) Clinical Teacher Residency (instructional rounds, virtual coaching, assessments), and 4) Replication Strategies (Networked Educator Excellence Platform and Instructional Excellence Clearinghouse (page e21). This comprehensive framework improves teaching and learning and supports rigorous academic standards for students and will achieve success if followed with fidelity. It is the combination of all elements that makes it a strong model.
- (iv) The proposed project design reflects up-to-date knowledge from research and effective practice. It incorporates the Improvement Science model, which provides a problem-centered approach to improving teaching and learning, and an

equity-focused lens to all coursework (page e39). Additionally, the framework is centered on peer-reviewed current research to support evidence-based teaching and learning strategies. The residency model uses the 3+1 model where residents provide classroom instruction, receive mentoring support, and have time for reflection. Residents also explore the root-cause analysis to solve problems and collaborate with peer residents via discussion and shared thinking (page e41). Selecting these evidence-based practices is wise as they have resulted in academic success in other settings.

(v) Continuous feedback and improvement are woven throughout the proposed project. Fellows receive feedback on lessons and ongoing support from a National Board Certified coach, where reflection is an important component (page e41). The program is premised on side-by-side coaching, along with observation, debriefing, and feedback (page e17). The improvement science model is anchored in continuous improvement and courses are built with this framework (page e33). A strategy used throughout the proposed program is the art of asking deep questions when a problem is presented, instead of answering the question directly. Coaches will work to develop this leadership skill with Fellows to solve adaptive challenges, which makes this approach strong (page e80).

(vi) The proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance as evidenced by collaboration with a range of regional, district, and national stakeholders. The proposed plan includes a "Replication Support Team" that will disseminate EGOT publications, products, case studies, and best practices through a web-based portal to scale the project beyond the Federal grant period. This approach has the potential to yield great results for current and future Fellows and to expand the work nationally (page e52). Additionally, it provides expansive reach to a broad audience that could generate a desire to fund future work, making it an overall effective marketing strategy.

**Weaknesses:**

- (i) There is no evidence of weaknesses in this subfactor.
- (ii) There is no evidence of weaknesses in this subfactor.
- (iii) There is no evidence of weaknesses in this subfactor.
- (iv) There is no evidence of weaknesses in this subfactor.
- (v) There is no evidence of weaknesses in this subfactor.
- (vi) There is no evidence of weaknesses in this subfactor.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The quality of the proposed project design is exceptional. The focus is to improve educator effectiveness and raise student achievement in some of the highest-need schools in South Carolina through the Educator Growth for Organizational Transformation (EGOT) program. The project includes evidence-based practices with clear goals, objectives, and outcomes. Evidence-based practices serve as the foundation of the comprehensive model, and fellows have multiple opportunities to combine theory with practice through clinical residency and leadership experiences. There are strategic opportunities for continuous feedback and improvement throughout the grant cycle, and there is a strong sustainability plan to extend the project beyond five years.

**Reader's Score:**

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



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

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

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

### Strengths:

(i) The proposed evaluation plan provides valid and reliable performance data on relevant outcomes. The external evaluator, EduShift, has a 24-year rich history of designing research evaluations. The evaluation team will FORECAST Model (FORmative Evaluation, Consultation, and System Techniques) as an objective evaluation structure (page e24). The four-tiered framework includes an action model for each year, baseline data with annual benchmarks, assessment tools aligned to strategies, and data analysis for drawing conclusions and making informed decisions (pages e53-54). There is one research question: Do students of EGOT graduates academically outperform the students of traditionally trained novice teachers? This question aligns with the goals, outcomes, and milestones of the proposed project (page e55). The methods of evaluation will provide valid and reliable performance data on relevant outcomes.

(ii) The methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The five qualitative and quantitative evaluation tools are aligned with the objectives, including the following methods: 1) effectiveness rubric, 2) student performance scores, 3) site visits and focus groups, 4) grant stakeholder surveys, and 5) enrollment/completer rates. The data analysis methods include statistical analyses that will be included in the annual report. The proposed plan includes formative and summative assessments for continuous improvement (page e59). With these strong components in place, the team will be able to determine the effectiveness of the project and the outcomes of implementation on the targeted population with ease.

### Weaknesses:

- (i) There is no evidence of weaknesses in this subfactor.
- (ii) There is no evidence of weaknesses in this subfactor.

**Reader's Score: 20**

### Sub

#### 1. Overview Statement

##### General:

The proposed evaluation plan is exceptional. It uses the FORECAST model with qualitative and quantitative data measures to answer the research question. Formative and summative assessments guide continuous improvement. An external evaluator has designed a plan with all aligned components and valid and reliable measures.

**Reader's Score:**

## Selection Criteria - Adequacy of Resources

### 1. C. Adequacy of Resources (30 points)

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

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

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

**Strengths:**

(i) The proposed project plan provides adequate support including the use of facilities, equipment, supplies, and other resources from partner organizations. In the plan, South Carolina State University will provide content expertise to the project and course design, which focuses on continuous improvement throughout the curriculum (page e61). In addition, partner LEAs will provide technologically advanced facilities; robotics labs; advanced computer science labs, and media centers. Specifically, the Educator Preparation and Innovation (EPI) at Voorhees University will house the "Networked Educator Excellence" platform and an "Instructional Excellence Clearinghouse" that will disseminate grant products. Other in-kind support includes university support for facilities for workshops and learning sessions, and some supplies include the hardware needed to set up virtual coaching (pages e62-63). The proposed budgetary resources are all reasonable and align with the project goals.

(ii) The budget is adequate to support the proposed project, including living wage stipends, equivalent to a first-year teacher or first-year administrator in the district, as well as stipends for mentor teachers (page e63). Additionally, the proposal includes a 100% match from Midlands Community Development Corporation, South Carolina State University, Voorhees University, Orangeburg University, and Calhoun University (page e64). This level of commitment from partners shows commitment to the project goals.

(iii) The proposed project costs are reasonable to the objectives, design, and potential significance of the proposed project. The proposed project plan uses a gradual release of responsibility approach where the funds are allocated at lower amounts as the years progress toward the sunset of the grant. This approach is intentional toward creating a sustainability plan and is fiscally responsible (Budget Narrative, Section A: Budget Summary-U.S., page 1).

(iv) In the proposed plan, partner organizations show strong commitment beyond the five-year grant. All partners have pledged a 100% match. The proposal includes support for three areas: 1) creating teaching endorsements, 2) developing a pilot residence, and 3) developing a training model (pages e64-65). This type of synergy will likely result in a strong product because of the combination of diverse ideas.

(v) The application includes letters of support and/or MOUs for South Carolina State University, Calhoun County Public Schools, Orange County School District, and The Institute for Organizational Coherence, signaling commitment to the proposed project goals (pages e369-374).

**Weaknesses:**

- (i) There is no evidence of weaknesses in this subfactor.
- (ii) There is no evidence of weaknesses in this subfactor.
- (iii) There is no evidence of weaknesses in this subfactor.
- (iv) There is no evidence of weaknesses in this subfactor.
- (v) There is no evidence of weaknesses in this subfactor.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**Sub**

**General:**

The adequacy of resources proposed plan is exceptional. The level of support is clearly demonstrated by the range of in-kind support provided by multiple partners. Additionally, the budget is collaborative as evidenced by 100% match from universities and the lead partner. The budget is fiscally responsible and uses a gradual release of responsibility to increase lower funds as the grant sunsets. Several letters of support signal the high commitment to fund the work now and sustain it well beyond five years.

**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 adequate to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The milestones and implementation activities are organized by the three strategies (Strategy 1: Coursework, Micro-Credentials, Teacher Residency; Strategy 2: Virtual Improvement Supports; Strategy 3: Replication and Scaled Impact) (page e260). It is thorough and detailed and has embedded opportunities for feedback and reflection. Overall, the Advisory Board will manage the oversight of the full plan and offer support (page e73). With the monitoring structures and thorough details in place, if this plan is followed with fidelity, the applicant will meet its goals to improve teaching and learning.

(ii) The proposed project plan includes adequate procedures for ensuring feedback and continuous improvement. Coaches, mentors, and principals will provide daily and consistent feedback using the side-by-side approach to provide immediate feedback during and after instructional rounds. The external evaluator will conduct a process/outcome evaluation of EGOT, using data and feedback to inform grant personnel so that course correction will result in continuous improvement (page e63). Annual evaluation activities will promote continuous efforts for improvement (page e67). The EGOT Advisory Board and School Advisory Boards will both meet quarterly to monitor progress across all districts and make education decisions (page e68). These approaches are strong and ensure feedback and continuous improvement in the operation of the proposed project.

**Weaknesses:**

- (i) There is no evidence of weaknesses in this subfactor.
- (ii) There is no evidence of weaknesses in this subfactor.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**Sub**

**General:**

The proposed management plan is exceptional. It includes protocols to ensure that the objectives occur on time and within budget, and an Advisory Board will manage the oversight of the full plan and offer support. The clearly defined responsibilities, timelines, and milestones for accomplishing project tasks allow participants and stakeholders to stay on track easily. Additionally, the external evaluator will share data and feedback reports with grant personnel so that course correction will result in continuous improvement. These strategies are strong and will ensure continuous improvement.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priorities - Competitive Preference Priority 1**

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

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

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

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

**Strengths:**

(a) The proposed project includes the Historically Black Colleges and Universities (HBCU) partner, South Carolina State University, to attract, support, graduate, and place underrepresented teacher candidates in schools, focusing on Black and Hispanic males. (pages e11, e24). This intentional partnership may yield access to a new diverse candidate pool.

(b) The proposed plan includes a strategic framework for all partners LEAs with intentional actions to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators (page e30). For example, each community organization will create profiles of diverse candidates seeking initial teacher certification and committed to serving in one of our partner districts (page e30). It is powerful when strategic partners use their influence to support communities and the project goals.

**Weaknesses:**

(a) There is no evidence of weaknesses in this competitive priority subfactor.

(b) There is no evidence of weaknesses in this competitive 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:

The proposed project plan will partner with South Carolina State University to provide a pathway for teachers to add a dual certification for the critical shortage areas identified in South Carolina: 1) special education; 2) secondary science; 3) secondary mathematics; 4) world languages; 5) computer science; 6) secondary communication arts; 7) bilingual education; or 8) teachers who seek a ZA endorsement for early childhood education (page e27). These multiple options are primed to enhance the diverse workforce.

##### Weaknesses:

There are no weaknesses noted in the 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) The proposed project plan includes two opportunities for Fellows to design micro-credentials, with one focused on SEL, Equity, and Culturally Responsive Pedagogy. The components of the micro-credential center on belonging and inclusion (page e27). This intentional curriculum causes teachers to intentionally plan an approach to improve students' social, emotional, and academic development—which connects theory to practice.

(b) The proposed project plan includes evidence-based ideas from the What Works Clearinghouse. The Call Me Mister (CMM) program at South Carolina State University is aimed at recruiting, training, inducting, and retaining men of color who commit to teaching in historically underserved schools in the state of South Carolina and provides professional, social-emotional and cultural support (pages e12-13). This program is a marker of national success.

**Weaknesses:**

- (a) There is no evidence of weaknesses in this competitive priority.
- (b) There is no evidence of weaknesses in this competitive priority.

**Reader's Score: 2**

**Competitive Preference Priorities - Competitive Preference Priority 4**

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

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

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

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

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

**Strengths:**

(a) The proposed project plan focuses on Closing the Achievement Gap to help educators create and sustain environments that provide equal access to outstanding teaching and learning programs for all students and educators. Educators will learn to deconstruct barriers that impact equity and then turn to the challenge of closing achievement gaps that distinguish racial and socio-economic groups of students (page e28).

(b) The proposed project will promote educational equity and adequacy in resources and opportunities for underserved students in early learning programs, elementary school, middle school, and high school (page e27).

**Weaknesses:**

- (a) There is no evidence of weaknesses in this competitive priority subfactor.
- (b) There is no evidence of weaknesses in this competitive priority subfactor.

**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:**

This project is prime for replication, and the equity-focused lens rooted in improvement science can transform underperforming schools.

**Weaknesses:**

There are no weaknesses noted.

**Reader's Score:**

**Invitational Priorities - Invitational Priority 2**

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

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

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

**Strengths:**

N/A The applicant did not submit a request for this invitational priority.

**Weaknesses:**

N/A The applicant did not submit a request for this invitational priority.

**Reader's Score:**

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