

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

Status: Submitted

Last Updated: 07/12/2024 08:49 PM

## Technical Review Coversheet

Applicant: Sacred Heart University (S336S240065)

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	18
<b>Adequacy of Resources</b>		
1. Resources	30	25
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	93
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	2
<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	9
<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	102

# Technical Review Form

Panel #6 - TQP Panel - 6: 84.336S

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

Applicant: Sacred Heart University (S336S240065)

## 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 applicant plans to modify its current residency program to assure that underrepresented teacher candidates are fully represented in admission, completion, placement and retention as educators. (p. e14).

The applicant is working with the local educators' association to provide mentorship opportunities within the program. (p. e14) Both of these factors are part of the program's clear rationale, supported by data, to increase opportunities for interested underrepresented candidates to become teachers and help increase student outcomes in the local collaborating LEAs. (p. e14-15)

The applicant will provide multiple opportunities and pathways, including extending a new para program pilot, offering high school student opportunities through the "Today's Students Tomorrow's Teachers" initiative, and other opportunities for entry to teaching. (p. e14-16)

The applicant plans to provide direct training grounded in best practices to address and support educational equity, including purposeful placements for clinical training in the partner LEAs. (p. e18-19) It is clear that this project intends to be part of a comprehensive effort to improve student achievement. (p. e18-20) Culturally sustaining practices will be part of the coursework offered to all participants, as well as child development, developmentally informed practices, and reading difficulties such as dyslexia. (p. e19) These approaches are likely to result in well-prepared candidates for licensure who can be effective with underrepresented students in the local LEAs. (p. 18-20) The applicant indicated it has a high success rate for its candidates on state licensure examinations. (p. e22)

The applicant also indicated it partners with the National Center for Teacher Residencies, and thus has access to recent research and information about best practices, another factor that is likely to increase the project's overall design and effectiveness as well as use of best practices. (p. e22-23) The applicant documented the need to improve on present residency efforts to increase the number and percentage of participants from underrepresented groups as well as in the shortage areas of special education, secondary math and secondary science. (Table 6, p. e25) The applicant provided an understandable logic model with inputs, strategies, outputs, short and intermediate term outcomes, and impacts. (Table 7,

p. e27) Project goals and objectives are clearly stated, and the objectives are stated in measurable terms, and the activities indicated are appropriate for reaching those intended outcomes. (p. e28-29)

The applicant indicates the project team will seek input from stakeholders and others, using project data to inform continuous improvement. (p. e40). There will be a steering committee of leadership faculty, and LEA leaders meeting monthly to create strategic plans and set targets, using project information and data for each LEA. The project director will also meet quarterly with each LEA to focus on program improvement. (p. e40)

The applicant states its new relationships with partner LEAs for residency and induction will help sustain the project after federal funding ends. (p. e40)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The applicant plans to modify its current residency program to assure that underrepresented teacher candidates are fully represented in admission, completion, placement and retention as educators. (p. e14). This project intends to be part of a comprehensive effort to improve student achievement. (p. e18-20) The applicant also indicated it partners with the National Center for Teacher Residencies, and thus has access to recent research and information about best practices, another factor that is likely to increase the project's overall design and effectiveness as well as use of best practices. (p. e22-23) Project goals and objectives are clearly stated, and the objectives are stated in measurable terms, and the activities indicated are appropriate for reaching those intended outcomes. (p. e28-29) However, it is not clear how the project would be sustained after federal funding.

**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 applicant will contract with an experienced evaluation firm and has identified the expert evaluator for the project from the contractor. The evaluator has 30 years of evaluation experience to draw from in performing this project's evaluation. (p. e41)

The evaluation plans a mixed methods design to assess the quality and impact of the project and promote continuous improvement through looking at outcomes information. The use of mixed methods can provide triangulation of data from multiple sources and perspective to provide confirmation of the degree of success in achieving project outcomes (p. e41)

The evaluation design is stated to include multiple data sources of institutional data, standardized instruments, and stand

analysis processes. (p. e42) These approaches can potentially provide valid and reliable data for program evaluation and ongoing improvement purposes. (p. e42-43) Table 8 (p. e42) provides for each objective the evaluation data source and timeline for data collection. The plan is consistent with evaluation standards, includes the use of specific validated instruments and rubrics, and is likely to result in valid and reliable data. (p. e41-42)

There will be surveys of participants and mentors to provide the perspective of project participants within the evaluation. (p. e43) In general, these methods are feasible and appropriate to the goals, objectives, and outcomes of the proposed project.

**Weaknesses:**

The evaluation design does not seem to include a focus on some of the key areas that the applicant indicated were areas for improvement on the present residency program – specifically, the focus on addressing reading difficulties such as dyslexia; recruitment, enrollment, and persistence specifically of underrepresented groups in the target high needs areas of special education, secondary science and secondary math; and culturally sustaining practices. (p. e43-44)

The applicant indicated use of some surveys of knowledge, but this is not the same thing as performance assessment of instruction in the classroom to provide valid and reliable performance data for teacher residents ready for state licensure. (p. e43-45)

**Reader's Score: 18**

**Sub**

**1. Overview Statement**

**General:**

The applicant will contract with an experienced evaluation firm and has identified the expert evaluator for the project from the contractor. The evaluator has 30 years of evaluation experience to draw from in performing this project's evaluation. The plan is consistent with evaluation standards, includes the use of specific validated instruments and rubrics, and is likely to result in valid and reliable data. (p. e41-42) In general, these methods are feasible and appropriate to the goals, objectives, and outcomes of the proposed project. However, the evaluation design does not seem to include a focus on some of the key areas that the applicant indicated were areas for improvement on the present residency program – specifically, the focus on addressing reading difficulties such as dyslexia; recruitment, enrollment, and persistence specifically of underrepresented groups in the target high needs areas of special education, secondary science and secondary math; and culturally sustaining practices. (p. e43-44)

**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 applicant cites other existing specialized resources at the institution as evidence it has the needed capacity to support the proposed project. (p. e45) The applicant states it has 819 enrolled students and 24 full-time faculty and staff members as additional evidence of its capacity to carry out the project. (p. e-45) The applicant also indicates the lead faculty will contribute time within the scope of their current roles and this factor demonstrates commitment to the project. (p. e45)

The majority of the budget will support the faculty and residents' stipends and training costs which would provide adequate support to the residents in the local area (p. e46) . The applicant indicated that the present internship model will be transitioned to the residency model in the future, bringing with the transition the transfer of previous internship funding to annual residency funding that would contribute to supporting the project's activities after federal funding ends. (p. e47-48)

The applicant states that it has MOUs to provide residency programs and other training collaborations with the two participating LEAs, Stamford and Bridgeport. These MOUs will also help provide continuing services after the federal funding ends. (p. e48)

The applicant states a commitment to institutionalize permanent faculty positions to provide ongoing services after the end of federal funding. (p. e47)

**Weaknesses:**

It is not clear what the per-resident cost will be for the project, and thus it is not clear how reasonable or cost effective the project budget is. (p. e46) It is not clear what budgetary support would be provided during induction. It is not clear that the residents would be provided a living wage, as the applicant states that the districts would pay "about \$30,00 per resident" but that this figure also includes supporting discounted tuition, resident stipends and mentor stipends. It would appear that the residents may not be receiving the full \$30,000 as a living wage while in the program. (p. e48)

**Reader's Score: 25**

**Sub**

**1. Overview Statement**

**General:**

The majority of the budget will support the faculty and residents' stipends and training costs. The applicant indicated that the present internship model will be transitioned to the residency model in the future, bringing with the transition the transfer of previous internship funding to annual residency funding to support the project after federal funding. (p. e47-48) The applicant cites other existing specialized resources at the institution as evidence it has the needed capacity to support the proposed project. (p. e45) However, It is not clear that the residents would be provided a living wage, as the applicant states that the districts would pay "about \$30,00 per resident" but that this figure also includes supporting discounted tuition, resident stipends and mentor stipends. It would appear that the residents may not be receiving the full \$30,000 as a living wage while in the program. (p. e48)

**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:**

The applicant indicated that the project would have a project director plus a team of project co-directors composed of a faculty team. (p. e50) The project team would meet frequently to plan and coordinate activities with both this project and other federal and state supported programs. (p. e50) This approach would help provide effective management of the project.

One of the co-project directors has experience with English learner and bilingual education, a factor which will enhance the project's offerings related to these areas. (p. e50-51) Another faculty co-PI has experience in special education that will also contribute expertise to the project's focus areas during project implementation. (p. e51)

A steering committee will be established to provide for stakeholder participation in the program's oversight and continuous improvement processes. (p. e60)

The project director has previously had experience redesigning the institution's teacher preparation programs and focused on practice-based and residency education. (p. e50). This expertise will contribute to the effective oversight of the project's implementation and the fidelity of that implementation to effective practices for residencies. (p. e50)

The applicant provided a general management plan with activities, roles responsible, and a timeline that provides an idea of the flow of this project's implementation to meet its goals and objectives. (p. e55-56)

**Weaknesses:**

None were noted.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The applicant indicated that the project would have a project director plus a team of project co-directors composed of a faculty team. (p. e50) The project team would meet frequently to plan and coordinate activities with both this project and other federal and state supported programs. (p. e50). However, given the large number of project co-PIs, it is not clear how the project responsibilities and decision making would be divided among and shared within the overall management structure for this project, as the table (Table 9, p. e55) indicating the various activities milestones, timeline, key staff responsible, and cost is overly general. (p. e50-54) As a result, it is difficult to see the adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (p. 59-60)

**Reader's Score:**

**Priority Questions**

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

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

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

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

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

**Strengths:**

The applicant plans to recruit underrepresented groups to participate in the planned improved residency program to help improve student outcomes in the local collaborating LEAs. (p. e14). The applicant provided data documenting the diversity needs. (p. d14)

**Weaknesses:**

The applicant did not address CP 1(a).

**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 plans to increase the number of diverse effective educators who are state licensed serving the Stamford and Bridgeport public schools (p. e16-17) The applicant provided data on the high needs schools in terms of shortage areas and diversity of the present staffs at these schools. (p. e16-17)

**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:**

The applicant plans a year long seminar on research-based strategies for developing individual and collective professional resilience, teacher identify, emotional regulation, and other wellness skills. (p. e17-18) The residents would be grouped in a cohort model to increase support for these future teachers. (p. e18)

**Weaknesses:**

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 indicates that the two collaborating school districts serve high numbers of special education students and have shortages in specific certification areas. (p. e18) The project focuses on culturally sustaining and other practices to

help support these students. (p. e20-30)

**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 applicant did not address this criterion

**Weaknesses:**

The applicant did not address this criterion

**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 plans to provide professional development relating to child development, developmentally informed practices, culturally sustaining practices, literacy and dyslexia, and other learning that would support elementary students in the early grades. (p. e19-20) Residents would be further supported by a cohort model as part of professional learning. (p. e18)

#### Weaknesses:

None were noted.

Reader's Score: 0

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Status: Submitted

Last Updated: 07/12/2024 08:49 PM

Status: Submitted

Last Updated: 07/12/2024 06:11 PM

## Technical Review Coversheet

Applicant: Sacred Heart University (S336S240065)

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	18
<b>Adequacy of Resources</b>		
1. Resources	30	24
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	92
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	2
<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	9
<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	101

# Technical Review Form

Panel #6 - TQP Panel - 6: 84.336S

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

Applicant: Sacred Heart University (S336S240065)

## 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 "Teachers at Heart" proposed project is based on clearly established needs for addressing critical shortages in high-needs schools. Currently in the target LEA there are 108 vacant positions. At the beginning of the year there were 170 vacant positions. Those positions were filled with teachers without certification. The proposed project design includes the interventions that will increase teachers with certification to teach in that LEA. (Page e24)

The Project Design demonstrates clearly a rationale for the proposed project that is appropriately supported by the logic model. The logic model identifies clearly the inputs, strategies, and outputs, outcomes and impacts relating the interventions planned. These elements clearly support the rationale of addressing critical teacher shortages by building a diverse educator workforce which will then improve student achievement. (Page e27-28 and Pages e77-78)

The logic model clearly links the goals, inputs, strategies, outputs, outcomes, and impacts. These clearly linked components will ensure that the proposed project will be addressing the identified needs. (Page e27-e28)

The application demonstrates the use of specific, measurable goals, objectives, and outcomes to be achieved by the project. For example, to meet the goal of recruiting teachers from diverse backgrounds the Objective 1.3 is to enroll at least 20% people of color in each district. The use of specific and measurable goals ensures that the progress can be measured and produce data that can be used to support continuous improvement. (Pages e28-e30)

The proposed project design clearly demonstrates that interventions will occur that will ensure that the residency teachers will have appropriate training to provide accessible learning environments for all students include students with dyslexia and other language-based learning differences. This will occur during the residency programming and through the mentor academy. These interventions support teaching and learning that in turn produce rigorous academic standards for students. (Pages e30-e31)

The project design clearly reflects that utilization of up-to-date research and effective practices. For example, the "Teachers of Heart" programming provides training in High-Leverage Practices (HLPs) to be applied in the classrooms. Using up-to-date research and effective practices ensure that the success of the intervention have a better opportunity for success. (Pages e36-40 and references in Appendix H Pages e135-138)

The proposed project relies heavily on effective performance feedback and continuous improvement. The steering committee will be composed of university leadership and the high-needs schools leadership teams. This group will meet monthly during year one to create specific strategic plans and set targets. The project director will hold quarterly

partnership meetings with each LEA in years two through five with a focus on program improvement. These efforts will ensure that progress is closely monitored and improvements can be made if needed. (Page e40)

The application clearly defines how the current interventions will be coupled with the enhancements of the proposed project to continue to build capacity. This capacity will include the establishment of well-trained mentors that will continue to serve in high-need schools. These efforts will yield results after the grant period has ended (Page e40)

The partnerships that have been established will also ensure the sustainability of project activities and resources. The partner LEA's are committed to resident selection and placement, mentor recruitment and pairing, and financial support as well. These partnerships will ensure that the project will have an opportunity to continue after the grant period has finished. (Letters of support, Pages e117-131)

**Weaknesses:**

No weakness were found.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The application demonstrates an exceptional Project Design that addresses each of the sub-criteria in a complete and comprehensive manner.

**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 evaluation plan clearly describes evaluation methods that will provide valid data by providing multiple data sources that will be triangulated. The measures include college level enrollment data and pre and post surveys from the residents. The use of these types of tools produce data that can be triangulated will strengthen the validity of the data collected. (Pages e41-42 and Page e45)

The evaluation plan clearly describes methods that will provide reliable performance data by using standardized instruments and standard analysis processes. The use of RESET, an explicit instruction rubric, is one example of a tool that will produce results that are reliable. Using reliable results from evaluations ensures that the decisions made based on the results will also be reliable. (Page e42)

The application demonstrates the use of a highly- qualified external evaluator will clearly support the validity of the data collected and analyzed. The University will contract with Curriculum Research and Evaluation, Inc. (CRE) to support the evaluation process. That company is lead by an individual who has appropriate training and experiences to address the evaluation of the proposed project. (Page e41-42 and Resume Pages e114-117)

The evaluation plan uses both quantitative and qualitative data that will strengthen the validity of the data collection. Methods include compiling data from demographics as well as focus groups. The use of mixed-methods ensues that a comprehensive picture of the progress will be valid and the results can be applied to replicating the interventions. (Page e42-43)

The application demonstrates that both formative and summative data will be collected throughout the project and annually. The timeliness of this data collection ensures that the evaluation will be used to support continuous improvement. The semi-annual evaluation and reporting of the data collected regarding the residency program will be useful to the residents and mentors as they continue to work toward the goals of the project. (Page e41 and Page e59) The application demonstrates clearly that the evaluation plan is appropriately linked to the goals and the objectives. In Table 8 the objectives are linked to the major activities, the data sources and measures used and the timeline for the methods used. This approach is a thorough one and will ensure that the evaluation will support success. (Pages e42-45)

**Weaknesses:**

The evaluation plan does not clearly address how student achievement will be measured. The application indicates that one of the goals of the project is to improve student achievement. However, the logic model does not identify any outcomes or impacts of the project on student achievement. Without information on the tools and methods used to measure student achievement, it is not clear how the proposed project will measure the impact of the intervention of the residency program will have on students. (Page e27 and Pages e43-45)

**Reader's Score: 18**

**Sub**

**1. Overview Statement**

**General:**

The application demonstrates an adequate evaluation plan that will provide valid and reliable performance data. The evaluation plan is thorough, feasible and appropriate to some of the goals, objectives and outcomes of the proposed project. The evaluation plan lacks details as to how student achievement data will be utilized to ensure continuous improvement. (Pages e41-e46)

**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 Farrington College of Education and Human Development (FCEHD) as part of the Sacred Heart University will provide appropriate management of the resources needed for the Master of Arts in teaching programs. The resources available include the Institute for Play Therapy, Teacher Leadership Fellowship Academy, and Computer Science Professional Learning Action Network. These resources have currently supported over 800 students. These resources are

readily available to the candidates for the proposed program and will be valuable in the preparation of the residents. (Page e47)

The proposed budget is adequate and will support the proposed project. The majority of the budget addresses the key issue of support for the faculty team and residents' stipends and training costs. The financial support for the residents at \$30,000 per year is adequate and will encourage individuals to participate in the program. (Page e47 and Budget Narrative)

The application clearly demonstrates that the resources are available and applicable to operate the proposed project beyond the length of the grant. For example, several elements of the proposed project have already been established such as resident and mentor stipends. These will continue after the end of this grant period as well. (Page e49)

The application clearly demonstrates that the partnerships that have been formed have made relevant commitments to the project's implementation. The public school entities commit to providing designated residency sites for the new residents and identifying mentor teachers. These commitments are clearly evident in the letters of support. The support for these partners will ensure that the proposed project will meet the goals of the project as well as assist in extending some of the activities beyond the grant period. (Page e49 and letters of support, Page e118-131)

#### **Weaknesses:**

Although one of the partner public schools indicates in their letter of support that facility space will be provided for the Mentor Academy, the application does not specifically identify the facilities, equipment, and supplies that will be provided as resources for the proposed project. Therefore, it is difficult to determine if those resources will be sufficient for the scope of the project. (Page e47 and Page e121)

The application does not specifically link how the costs relate directly to all of the design elements and the objectives of the project. For example, it is not clear what expenses will be involved in the professional learning component for the residency model which is included in Objective 2.3. Without the details relating to how this objective will be met, it is difficult to determine if the funding will be sufficient to do that. (Pages e28-30 and the Budget Narrative)

**Reader's Score: 24**

**Sub**

#### **1. Overview Statement**

##### **General:**

The application provides adequate resources to support the proposed project. The budget is adequate to support the proposed project. The costs are somewhat reasonable in relationship to the objectives, design and potential significance of the project. The application provides appropriate interventions to ensure that the project will operate beyond the length of the grant. (Pages e46-48)

**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:**

The management plan clearly identifies the key personnel that will be addressing the responsibilities of the project. Several of those key leaders are serving the University at this time in similar roles. These individuals are highly qualified for the leadership roles. These key personnel have appropriate training and experiences to address the scope of the proposed project. (Pages e50-55 and Resumes Pages e80-117)

The application demonstrates clearly that the timelines set for the evaluation activities will produce timely completion of the work. The timelines are specific to when the data will need to be completed. This timeline ensures that the completion on the evaluation will occur. (Page e42-44)

The application demonstrates clearly that the timelines set for the program activities will produce timely completion of the work. The timelines are specific to the year and month or season of completion. This timelines ensure that the completion on the project activities will be completed on time and within budget. (Table 9 Pages e55-60)

The management plan as outlined in Table 9 clearly identifies the timelines for the key milestones of the proposed project. The timelines include the frequency of the activity when appropriate. For example holding the new resident day will be held in the spring each year of the project. These efforts ensure that the project will be completed on time and within budget. (Page e48)

The management plan demonstrates that the key milestones have been identified and activities are clearly outlined. The activities are linked to the milestones as well as the timeline and key staff members who are responsible for completion of the tasks. These steps ensure that the proposed project will be completed on time and within budget. (Table 9 Pages e55-60)

The application effectively demonstrates appropriate procedures for ensuring feedback. The project team will work closely with the LEA partners. The steering committee will be established to ensure stakeholders' participation in the oversight and the continuous improvement. This is an essential link if the proposed project is to find success and sustainability. (Page e60)

The application demonstrates that pre-service resident teachers and mentor teachers will have ample opportunities to provide feedback on their experiences. New teacher surveys will be issued at the beginning of the programming and mid-year. Continued feedback to resident teachers and mentor teachers will ensure that effective practices will continue throughout the project and teachers will be aware of progress and areas that may need improvement. (Page e60)

The management and evaluation plans demonstrate the effective use of annual surveys of the programs' stakeholders to both establish baseline data and ensure that there is continuous improvement for subsequent years. This type of input from stakeholders is valuable for program success. (Page e40 and Page e60)

**Weaknesses:**

No weaknesses were found.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The application demonstrates an exceptional management plan to address the objectives of the proposed project by clearly defining the responsibilities, timelines and milestones. The management plan includes appropriate procedures for ensuring feedback and continuous improvement. (Pages e50-60)

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 application clearly addresses Competitive Preference Priority 1(b) by increasing Educator Diversity by adopting changes to the Sacred Heart University Teacher Residency Program to ensure that underrepresented teacher candidates are fully represented in admission, completion, placement and retention. The intentional interventions include a Para Pioneer pilot program and Fellows Scholarship program. (Pages e13-16)

#### Weaknesses:

The application does not qualify for Competitive Preference Priority 1(A).

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 application clearly addresses the Competitive Preference Priority 2 by identifying the underserved students and the schools that will be part of the target population to be served. (Page e17)

The application demonstrates the understanding of the statewide teacher shortages and the areas that have been identified. The application also identifies the specific needs in the target population. The proposed project addresses these needs by increasing the number of teachers with appropriate certifications. (Page e17)

**Weaknesses:**

No weaknesses found.

**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 proposed project demonstrates that it meets Competitive Preference Priority 3 by supporting the theory that the teachers' social-emotional wellness and resilience helps to create environments in which students' social-emotional needs can be supported. The project includes several intentional interventions for the residents including learning educator-specific tools for resilience and a sense of belonging and engagement. These efforts will then reflect on the students these teachers serve and improve retention. (Page e17)

**Weaknesses:**

No weaknesses were found.

**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 application demonstrates clearly that the proposed project addresses Competitive Preference Priority 4 by providing best practices training for the teacher participants to support educational equity. The Culturally Sustaining Education content will be woven throughout the residency seminar. (Page e18)

The targeted sites include elementary, middle and high schools. (Page e18)

**Weaknesses:**

No weaknesses were found.

**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:**

N/A

**Weaknesses:**

N/A

**Reader's Score: 0**

**Invitational Priorities - Invitational Priority 2**

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

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

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

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

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

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

**Strengths:**

The application clearly demonstrates that the planned interventions meet Invitational Priority 2. The residents will have access to instruction informed by child development and developmentally informed practices. For example, training will include the understanding of Dyslexia and Culturally Responsive Literacy Instruction. (Page e20-21)

**Weaknesses:**

No weaknesses were found.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 07/12/2024 06:11 PM

Status: Submitted

Last Updated: 07/12/2024 06:22 PM

## Technical Review Coversheet

Applicant: Sacred Heart University (S336S240065)

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	18
<b>Adequacy of Resources</b>		
1. Resources	30	26
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Sub Total</b>	100	94
<b>Priority Questions</b>		
<b>Competitive Preference Priorities</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	2
<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	9
<b>Invitational Priorities</b>		
<b>Invitational Priority 1</b>		
1. IP 1	0	0
<b>Invitational Priority 2</b>		
1. IP 2	0	0
<b>Sub Total</b>	0	0
<b>Total</b>	111	103

# Technical Review Form

Panel #6 - TQP Panel - 6: 84.336S

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

Applicant: Sacred Heart University (S336S240065)

## 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 applicant's program will address the diverse teacher shortage by recruiting qualified diverse teachers for high needs schools. (e12)

The applicant proposes several programmatic opportunities for teacher residence. This includes a certification in high needs area that includes elementary education with a special education cross-endorsement (e13), specific content areas that include biology, chemistry, and mathematics. (e 14)

The applicant proposes a partnership with high need LEA (e15) that have committed to high quality teacher development for the benefit of positive student outcomes. (e17)

The applicant proposes specific goals and objectives and outcomes that will be achieved by the program that includes recruitment (e19), increase a diverse teacher population (e20), and monthly mentor program (e21).

The applicant proposes additional training for mentors (e27) to provide support and guidance for the teacher residence (e21).

The applicant proposes a rigorous curriculum that includes applying culturally sustaining principals, create equitable learning for all students (e22) and adopt wellness strategies (e22).

#### Weaknesses:

No weaknesses were noted.

Reader's Score: 30

Sub

#### 1. Overview Statement

**Sub**

**General:**

The application demonstrates an exceptional Project Design that addresses each of the sub-criteria.

**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 applicant proposes a mixed method evaluation design to appraise the quality and impact and the effectiveness of the program (e32). This method provides a complete view of the project's impact and effectiveness. (e 131)

The applicant proposes a comprehensive system to monitor the programs implementation and access feedback for program improvement (e32).

The applicant proposes collaborating with an outside evaluator and a mixed-method design that will allow for triangulation that will strengthen the validity of collected data (e33)

The applicant provided a detailed outline that includes evaluation activities and a timeline to measure data sources which include surveys from teacher residence, and school data. (e33)

The plan includes a comprehensive process to evaluate and monitor the implementation and the effectiveness of the program's activities. (e45)

The plan includes an external evaluator, by an outside firm, that has experience leading program evaluations programs for universities and school districts. (e131)

The evaluator will collaborate with the project team and provide formative evaluation that is appropriate to evaluating the projects objectives and outcomes. (e33, e131)

**Weaknesses:**

The plan includes collaboration from team members and outside evaluators to evaluate the efficiency of the program. (e33) However, the evaluation plan did not indicate if the teacher residence will be part of the evaluation team. (e32-34)

Collaborating with the teacher residence would inform the project of specific objective outcomes.

One of the plans objectives is to increase student achievement (e18). However, the evaluation plan does not clearly indicate how student achievement will be measured (e18).

**Reader's Score: 18**

**Sub**

**1. Overview Statement**

**Sub**

**General:**

The application demonstrates an adequate evaluation plan. The plan will include a mix-method of evaluation to appraise the quality and impact of the proposed program. However, the plan does not include specific information on how student achievement will be measured. (e31-32 and e131)

**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 applicant proposes a strategic staffing model (e39) that will maximize teacher residents as substitute teacher. (e39)  
The applicant proposes using teacher residences as substitutes, the district will utilize funds that were spend for substitute teachers and fund teacher residence and mentor stipends. (e39)  
The applicant has demonstrated its ability to continue the program beyond the grant. (e45). The applicant's partners have committed to providing the project with resources including, facilities and equipment. (e 118-e131)  
The sustainability of the resources supports the project with teacher preparation, curriculum, data analysis and collaboration among team members. (e 45)  
The budget is adequately supports the resources and activities proposed by the project.

**Weaknesses:**

The project will transition form its current model, FCEHD, to an evidence-based, residency-based model and will incorporate personnel cost into the operating budget (e45), however, there is not any indication that this is listed in the budget narrative (e140) or the logic model (e78).  
The project proposes the project will be sustained by supporting teacher residency as they transition to a permanent teacher position. (e38) However, there is not any evidence in the budget (e140) or logic model (e78) how this activity will be funded or what staff members will support it.

**Reader's Score: 26**

**Sub**

**1. Overview Statement**

**Sub**

**General:**

The applicant proposes a strategic staffing model (e39) that will maximize teacher residents as substitute teacher. (e39) The applicant proposes using teacher residences as substitutes, the district will utilize funds that were spend for substitute teachers and fund teacher residence and mentor stipends.

**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:**

The program included defined responsibilities for each member of the project team, timeline to track implementation, and targeted time to complete specific task (e46-e50)

The applicant proposes continued collaboration with NCTR, using various data sources, to evaluate the quality and effectiveness of the program. (e51)

The implementation of continuous data analysis and feedback will provide a baseline that will inform the program of implementation and outcomes of targeted goals and objectives (e51).

The management team will ensure activities are completed on time and within budget. (e55-e60)

The management plan identifies key personnel that are highly qualified to address the scope of the project. (e50-55)

The management will have access to the teacher pre/post surveys to establish a data baseline data that will prove to be valuable to the success of the program. (e33-e42)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The program included defined responsibilities for each member of the project team, timeline to track implementation, and targeted time to complete specific task (e46-e50)

The applicant proposes continued collaboration with NCTR, using various data sources, to evaluate the quality and effectiveness of the program. (e51)

The implementation of continuous data analysis and feedback will provide a baseline that will inform the program of implementation and outcomes of targeted goals and objectives (e51). The management team will ensure activities are completed on time and within budget. (e55-e60)

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 applicant address the need to reform current teacher preparation to attract diverse teacher residents that will entail support the high needs schools. (e5)

The applicant proposes goals to attract diverse teacher residence which include targeting and prioritizing specific districts for residency programs (e 5), expanding program offers, and networking with faculty and staff. (e5)

#### Weaknesses:

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:

The applicant proposes to increase the number of diverse educators to support high needs schools with a goal of 100% of teacher residence becoming certified. (e8)

The applicant identified many of the current teachers are inexperienced or working under an emergency permit. The applicant proposes to build on the SHU current program and recruit 80 additional teacher resident that will serve in high needs school district (e8)

**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:**

The applicant proposes all teacher residence will participate in a year-long seminar that will promote social-emotional wellness (e8), tools to increase well-being

Teacher retention is improved with partnering teacher residence with experiences qualified mentor teachers. (e8)

**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:**

The applicant proposes that all teachers participate in training that will increase equitable practices and training in high-leverage teaching practices. (e10)

The applicant proposes, the integration of culturally sustaining pedagogy, teachers will learn from students' cultural wealth to increase academic and social outcomes. (e10)

**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 proposes, prior to the residency year, all teacher residence will participate in a ten-hour training in early dyslexia in early detection and provide early literacy intervention for the student. (e11)

The applicant proposes teacher candidates participate in seminars to learn culturally responsive and culturally sustaining pedagogy to inform best practices with embedding culturally relevant literature (e12)

**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:**

Not addressed

**Weaknesses:**

**Reader's Score: 0**

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**Status:** Submitted

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