

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

Status: Submitted

Last Updated: 07/11/2024 03:22 PM

Technical Review Coversheet

Applicant: Southwest Center for Educational Excellence (S336S240032)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	28
Quality of the Evaluation Plan		
1. Evaluation Plan	20	20
Adequacy of Resources		
1. Resources	30	26
Quality of the Management Plan		
1. Management Plan	20	20
Sub Total	100	94
Priority Questions		
Competitive Preference Priorities		
Competitive Preference Priority 1		
1. CPP 1	4	4
Competitive Preference Priority 2		
1. CPP 2	3	3
Competitive Preference Priority 3		
1. CPP 3	2	2
Competitive Preference Priority 4		
1. CPP 4	2	2
Sub Total	11	11
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	0
Invitational Priority 2		
1. IP 2	0	0
Sub Total	0	0
Total	111	105

Technical Review Form

Panel #5 - TQP Panel - 5: 84.336S

Reader #1: *****

Applicant: Southwest Center for Educational Excellence (S336S240032)

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:

A rationale was provided that showcased the needs of the region relative to student population and the needs of the 48 rural LEAs. (e38-41; e83-91; e137-141) The region is rural and experiences high poverty that is well above the state average, some schools with high transient military families, and increasing minority/ESL population. More than half of the students in the region fail to perform at the benchmark level in both ELA and mathematics. (e18-20) Additionally, many teachers teach out-of-field. There is a shortage of teachers overall and a high turnover. (e20-21)

The project will utilize a Theory of Change model that focuses on an 18-month residency for individuals with a previous bachelors, with vigorous coursework, cohorts, teacher mentoring, collaborative practice and research-based practice. (e22-30) There are high expectations for mentors that is predicated on training prior to being designated as mentors. (e29-31) The Logic Model was detailed and included resources, activities, outputs, outcomes and impact that aligned with the narrative description of the project. (e35-36; e143-144)

Four goals were supported by measurable objectives and outcomes and linked to key research and evaluation questions. (e31-35) Outcomes showcase the requirements of the TQP process such as a focus on increasing diversity, meeting the needs of all students, building strong and stable partnerships, and a focused residency and employment induction process.

The applicant utilized current research on best practices and lessons learned in programs such as Teach for America and from a previous TQP grant to plan this project and upgrade it to fit the needs of the population and FOA criteria. (e43-44) A clear recruitment strategy is in place; mentor training is expected as is full participation by each of the 48 LEAs. Performance feedback and continuous improvement are integral to project design. Multiple ongoing opportunities exist to showcase performance. All LEAs commit to providing needed data and full participation in all aspects of continuous improvement. (e44-45)

Sustainability and capacity building appear to be inherent in the project. The level of commitment to the project by the LEAs stems, in part, from a successful TQP project in the past. This project adds new partners, but expectations are set. There is a sense of systemic change in the way the project is designed. (e45) Sustainability is also improved with the structure of the budget that requires that partners fund a portion of salaries and stipends to residents. (e315-336)

Weaknesses:

The Logic Model did not delineate the activities, outputs and outcomes for each of the four goals. Doing so would offer a clearer picture of the project model itself and offer a better alignment to the evaluation protocol. (e143-144)

Reader's Score: 28

Sub

1. Overview Statement

General:

The applicant clearly addressed the need for highly qualified teachers in this rural area of the region. (e11-13) The proposal intends to continue and augment the success of a previous TQP grant by adding an additional 50 resident teachers and providing continued professional development for them post-graduation and during continued employment. (e11-18) Unique to the proposal is the 18-month residency, technology and literacy instructional components, and positive behavior interventions to better meet the needs of all students. (e24-30)

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:

An external evaluator with an understanding of the needs of rural schools will be utilized. (e45-46) The evaluation team will work with key personnel to conduct the needed research, analyze results, and provide ongoing reporting to grant personnel and stakeholders.

Data collected will be both qualitative and quantitative for both formative and summative purposes. Alignment to the outputs and outcomes stated in the Logic Model are obvious. A quasi-experimental design which meets the WWC evaluation standards without reservations will be conducted. The longitudinal study will employ a mixed methods approach to support obtaining valid and reliable information and analyses over long periods of time. Baseline data as well as ongoing performance and program data will provide the impetus for continuous improvement beginning with the pilot year. Analysis will use hierarchical linear modeling and regression. Comparisons of data obtained from the treatment schools and control schools will be ongoing. (e46-49)

Weaknesses:

No weaknesses were noted.

Reader's Score: 20

Sub

1. Overview Statement

Sub

General:

Goals and objectives are of high quality and clearly aligned to the evaluation plan and the Logic Model. An outside evaluator will be contracted who has high qualifications and ample experience in evaluating both implementation and impact of a large project. Program goals are included and measurable. (e45-46; e46-49; e143-144)

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:

Adequacy of support was shown in the applicant's use of facilities, supplies, and personnel. (e51) The project got its start early on with collaborative meetings, surveys and focus groups with all partners determining the needs and the best actions to meet those needs. The applicant boasts of a long and successful history with these partners. Letters of commitment and a collective MOU are in place that show provisions for facilities, supplies, personnel, and partial funding for residents. (e54; e183-254) Both in-kind and financial match are indicated.

Key personnel are well-versed in this type of project and the needs of the area. Resumes are included that adequately showcase both knowledge and experiences that will support the working of the project. (e146-182)

The budget appears to be adequate to support the proposed project. The required match is in place. There is adequate funding for a living wage of \$35,000/yr. for the fifty residents. (e52-53; e315-336)

The lead applicant is fully staffed with key knowledgeable personnel and a business office that is adept at handling large grant budgets. The support of the applicant's Executive Board of Directors was noted. (e53-54)

Weaknesses:

Many of the letters from key supporters such as the governor, senators, etc. are turnkey letters that provide the same information. Their endorsement might be stronger if more personalized letters were included. (e183-193)

This is a large region with 48 partner schools. The travel budget for onsite visits appears to be low considering that each resident will receive two visits from project staff, one during residency and one during induction. (e318)

Reader's Score: 26

Sub

Sub

1. Overview Statement

General:

Adequacy of support was shown for resources such as facilities, supplies, and personnel. However, many of the letters from key supporters were turnkey letters. Their endorsement would be stronger if they had listed specific commitments. Personnel are well-versed and highly qualified to carry out the goals of this project. (e51-54; e183-254) The budget appears adequate. This is a large region where travel might become expensive. However, travel funds budgeted appear low. (e146-182)

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 project team is diverse and experienced in meeting the commitments of a large project such as this. All members are former rural school administrators who have service in high-need district and have demonstrated significant academic achievement. Regular meetings are in place for other project teams and for all stakeholders to continually monitor project goals. (e56-57) The team has worked successfully with the IHE and the faculty who will be participating. (e54-56) The applicant provided a detailed timeline with responsibilities delineated that aligned to the goals and teaching standards. (e40-43) The timeline provides for the necessary knowledge to be gained as well as classroom implementation and ongoing feedback from mentors. Mentors and residents attend numerous sessions together. A detailed work plan was developed that shows key tasks and milestones of the project and the evaluation. The plan is comprehensive and showcases procedures that are in place to ensure feedback and continuous improvement in the operation of the project. (e57-60) The project budget outlines costs that are appropriate and cost-effective. (e60; e315-336)

Weaknesses:

No weaknesses were noted.

Reader's Score: 20

Sub

1. Overview Statement

General:

The management plan was exceptional. The project team is diverse and has experiences in meeting the demands of a large project such as this. Regular meetings and feedback are planned. A detailed timeline was provided and appeared reasonable. The workplan was exceptional, leaving little doubt that the applicant could bring this project to successful fruition. (e54-60; e315-336)

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 has met criteria b in that the setting is rural and high poverty with more than half of the students not meeting proficiencies in ELA and mathematics. (e9; e20) The project intends to prioritize candidates from diverse backgrounds, particularly those who live or work in the communities they serve. The reforms proposed for these area schools will help ensure an increased number of highly qualified teachers will be working with the students in these schools.

Weaknesses:

No weaknesses 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 TQP project will meet this priority by increasing teacher's knowledge with strategies to strengthen student learning. Some of the strategies included are Positive Behavior Intervention, increased knowledge on teaching and utilizing literacy skills and technology skills, and pedagogy that fits the needs of a rural population of students. (e16-28) Individuals will be

required to have a content degree prior to applying to the program. They will be hired by the LEA based on the particular content needs of the school.

Weaknesses:

No weaknesses 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 project will foster a sense of belonging and inclusion for these underserved, rural students. The project will include self-care and poverty awareness training to better equip prospective teachers with the skills to meet the needs of all students. (e18) Professional development and mentoring, through evidence-based practices for advancing student success will foster a sense of belonging and inclusion for underserved students. The primary structure for addressing the need for social, cultural, and behavior support is through the well-researched Positive Behavior Intervention model. (e28)

Weaknesses:

No weaknesses 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 TQP project aims to promote educational equity by examining sources of inequity in elementary, middle, and high schools through rigorous, graduate-level coursework and ongoing professional development. (e8-28) The professional development will help teachers and mentor teachers identify and address inequities related to race, ethnicity, culture, language, and disability status. This will prepare educators to create inclusive, supportive, and equitable learning environments.

Weaknesses:

No weaknesses 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:

This program was clearly designed through the collaboration of the applicant, the university, and the 48 LEAs who will be hosting residents for 18 months. The needs of the LEAs were clearly showcased with researched, evidence-based strategies incorporated to offset the needs of the students and the districts. The program builds on and extends a previously funded TQP project. (e8-28)

The applicants will be recruited and screened utilizing a set protocol that requires a degree in a content area, strong articulation skills, reside in the communities in which the schools are located, and be matched to the content needs of the school. The program provides increasing levels of responsibility throughout the residency. Candidates will begin by observing and teaching alongside their mentor and culminate the experience fully immersed in all aspects of the classroom experience. (e28-29)

Weaknesses:

No weaknesses were noted.

Reader's Score: 0

Invitational Priorities - Invitational Priority 2

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

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

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

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

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

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

Strengths:

The applicant did not address Invitational Priority 2.

Weaknesses:

The applicant did not address Invitational Priority 2.

Reader's Score: 0

Status: Submitted

Last Updated: 07/11/2024 03:22 PM

Status: Submitted

Last Updated: 07/12/2024 04:56 PM

Technical Review Coversheet

Applicant: Southwest Center for Educational Excellence (S336S240032)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	28
Quality of the Evaluation Plan		
1. Evaluation Plan	20	20
Adequacy of Resources		
1. Resources	30	26
Quality of the Management Plan		
1. Management Plan	20	20
Sub Total	100	94
Priority Questions		
Competitive Preference Priorities		
Competitive Preference Priority 1		
1. CPP 1	4	3
Competitive Preference Priority 2		
1. CPP 2	3	3
Competitive Preference Priority 3		
1. CPP 3	2	2
Competitive Preference Priority 4		
1. CPP 4	2	2
Sub Total	11	10
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	0
Invitational Priority 2		
1. IP 2	0	0
Sub Total	0	0
Total	111	104

Technical Review Form

Panel #5 - TQP Panel - 5: 84.336S

Reader #2: *****

Applicant: Southwest Center for Educational Excellence (S336S240032)

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 project, MoACT, adequately reveals the extent to which the proposed project demonstrates a rationale for the project, which is detailed in the comprehensive explanation found in the narrative of the grant and as outlined on the Logic model (e32). (pg. e18-e31). Additionally, the project notes that the state is experiencing challenges with teacher retention in high-need, rural schools in all areas and teacher preparation in Missouri illustrates an urgent need to produce more high-quality teachers at an accelerated rate. (e21).

The goals, objectives, and outcomes to be achieved by the proposed project, MoACT, are clearly, detailed and documented with specific and measurable information within the narrative of the grant and in the provided charts (pgs. e31-e35). The goals of MoACT are to increase the number of high-quality teachers at an accelerated rate.

The proposed project, MoACT, robustly demonstrates that it is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students (pgs. e35-e43), including establishing a partnership with 48 high-need LEAs (e31).

The design of the proposed project, MoACT, thoroughly reflects up-to-date knowledge from research and effective practice. (pgs. E43-e44), including incorporating an Adaptive Schools approach that will enhance collaboration among colleagues, deepen reflective practices, and improve the induction process (e44).

The performance feedback and continuous improvement of the proposed project, MoACT, are thoroughly integral to the design of the proposed project because it adequately embeds multiple opportunities to obtain and review performance feedback (Table 18) based on observations and coaching data, the TR completion rate for the masters' program, and the weekly project group meetings which will provide guiding and next step information pertaining to the expected outcomes related to proposals of the project. (pgs. e44-e45).

Weaknesses:

The proposed project, MoACT is designed to address and build capacity for the risk associated with rural schools and noted that education is increasingly vital to economic prosperity (pg. e45). However, MoACT provided limited evidence and documentation that it could yield results that will extend beyond the period of Federal financial assistance (pgs. e45). This is important because a lack of ongoing funding could result in a lack of capacity to ensure that residents continue to receive this opportunity to participate in the MoACT fellowship and thus, remain in their communities – as educators, if barriers, such as financial burdens are not remedied. (pgs. e41).

Reader's Score: 28

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

The proposed project includes goals and objectives that are measurable and list outcomes that they want to achieve through the grant proposal. The comprehensive project adequately sets out to improve teaching and learning by using rigorous academic standards to engage students. The project adequately reflects current research and classroom practices to assist students. The proposal includes an adequate plan to ensure performance feedback to drive continuous improvement within the proposed project. The proposal is designed to build capacity however it is unclear if the proposal can yield results that will extend beyond the period of the federal grant.

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 proposed project, MoACT, has thoroughly documented the extent to which the methods of evaluation it will utilize within the project to achieve the objectives of the proposed project are both valid and reliable performance data on relevant outcomes pertaining to the project (pgs. e45-e48). MoACT will use external evaluators and both qualitative and quantitative data for summative and formative purposes. Within the proposed project, formative evaluation activities will assess and enhance the project's progress toward its stated objectives. Summative evaluation activities will assess the extent to which the stated objectives are achieved, including recruitment, retention, certification, and placement of residents and the quality of TRs. (e46).

The proposed project, MoACT, has thoroughly documented within the narrative of the grant and in the evaluation section, how the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project (pgs. E49-e51). The project noted that Annual reports will be provided to the MoACT partners, addressing progress, barriers, outcomes, and implications for improvement. (e49). The project will utilize comparison schools and the proposal, MoACT, is designed around research that meets or exceeds the What Works Clearinghouse (WWC) standards (pg. e50).

Weaknesses:

No weaknesses were noted.

Reader's Score: 20

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

The application demonstrates exceptional utilization of methods that will provide valid and reliable performance data that relates to the outcomes of the grant. The applicant used evaluation methods that were adequate and appropriate to the goals and outcomes of 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:

The proposed project, MoACT, does document adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization, including over 20 years of distinguished experience in managing Federal grants, SWC has secured the support and commitment of 48 LEAs, and a seasoned team well-versed in grant management and educational research (pgs. e51-e52).

The proposed project, MoACT does document and provide adequate evidence within the narrative of the grant application the extent to which the budget that it proposes for MoACT is adequate to support the proposed project (pgs. e52-e53). MoACT notes that the requested funding equates to approximately \$36,874 per LEA/per year in the impacted school districts. (pg. e52).

MoACT does provide details and evidence to support that the associated costs are reasonable in relation to the objectives, design, and potential significance of the proposed project's (pgs. e53) ability to improve the knowledge and pedagogy of 50 new teachers in SW Missouri. Thus, the TQP proposal is crucial for addressing critical teacher shortages currently seen in the state. (e53).

MoACT provides evidence of letters of support to demonstrate the commitment of partners and the commitment of broad

support from stakeholders which is critical to the project's long-term success (pgs. e53-54)

MoACT, the proposed project, does provide evidence of relevant and demonstrated commitment from partners (Letters of Support) in the proposed project to justify and document their support of the implementation and success of the project. (pgs. e54)

Weaknesses:

MoACT, the proposed project, did provide adequate evidence of relevant and demonstrated commitment from partners through Letters of Support. However, it provided limited evidence and documentation that the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project and it provided limited evidence and documentation that demonstrates that it has the resources to operate the project beyond the length of the grant. This is important because a lack of ongoing, adequate funding could result in a lack of funding to ensure that fellows are able to continue as residents of the MoACT initiative and as a result impact the needs of the students in their local schools

Reader's Score: 26

Sub

1. Overview Statement

General:

The organization demonstrates adequacy of support regarding facilities, equipment, and supplies. The application presents a reasonable budget that is adequate to support the objectives, design, and significance of the proposed project. The application did present relevant letters of support and commitment from key partners of the proposed project; however, the application provided limited information to support that it has the resources to operate the project beyond the length of the grant.

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 proposed project, MoACT, documented and provided evidence regarding the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including providing evidence of clearly defined responsibilities, timelines, and milestones for accomplishing the project tasks associated with the project. (pgs. e54-e56). Additionally, MoACT will utilize a Project Team, an Educational Team, incorporate a Reporting Plan, and an External Evaluation Team (pgs. e 54-e56).

MoACT, the proposed project documented and presented detailed information regarding the adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project, MoACT (pgs. e57-e60). MoACT

will incorporate electronic and in-person communications, quarterly memos, and annual reports to highlight data trends and findings on implementation, processes, strategies of MoACT. (e60).

Weaknesses:

No weaknesses were noted.

Reader's Score: 20

Sub

1. Overview Statement

General:

The application presents an adequate management plan to achieve the objectives of the project proposal on time and within the provided budget. The application adequately addressed the defined responsibilities, timelines, and the utilization of milestones to indicate the accomplishment of project tasks. The proposed project incorporated adequate procedures for feedback and ongoing improvement throughout the duration of the initiative.

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) MoACT, the proposed project, provided evidence that it focused on designing an adequate, recruitment, outreach, and teacher preparation program, offering a clinical experience in high-needs schools that incorporated best practices for attracting and supporting underrepresented teacher candidates to serve in in rural, high-poverty, high-need LEAs and communities (pgs. e13-e16).

MoACT provides documented evidence that it adequately has in place a focused pipeline to ensure underrepresented teacher candidates are represented in the admissions process, placement, and retention as educators (pgs. e16), including a recruitment initiative to address the teacher shortage in the state by creating a robust social media platform for participants, districts, and key stakeholders can enhance the ability to attract and engage potential grant participants, making the recruitment process more efficient and effective (e17).

Weaknesses:

Although MoACT provided evidence that it focused on designing an adequate teacher preparation program; however, it provided documentation of the utilization of a limited practice regarding ensuring that underrepresented teacher candidates are fully represented in program admission, completion, placement processes by incorporating the Participant Selection Criteria (e36) #3: “demonstrate professional strength to articulate, share, and present their expertise and educational strategies to benefit others, especially those who serve socially and economically disadvantaged” without considering the role or impact of mentoring that some individuals might need to reach the set threshold or criteria (e36-e37).

Reader's Score: 3

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:

MoACT adequately details a project that is designed to increase the proportion of well-prepared, diverse, and effective educators serving students with teachers holding certification in a shortage area that are aligned with the hiring needs of the LEA partners (e16 and e74). MoACT will partner with additional LEAs to bring together a variety of perspectives, expertise, and experiences in order to enrich the program’s approach to teacher certification and addressing diverse educational needs. (e17). MoACT will also incorporate the PD model - adding self-care and poverty awareness training: Incorporating self-care and poverty-focused PD is supported by extensive research and ensures teachers are not only equipped with pedagogical skills but are also prepared to manage their own and students’ well-being.

Weaknesses:

No weaknesses 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:

MoACT adequately addresses and details how it will foster a sense of belonging and inclusion for underserved students (pgs. e6-7) including the implementation of PD and mentoring, through evidence-based practices for advancing student success that will foster a sense of belonging and inclusion for underserved students and as a result meet the students' social, emotional, and academic needs. (e16).

MoACT adequately address how it will implement evidence-based practices for advancing student success for underserved students and how it will improve the retention of fully certified educators in high-need schools (pgs. e6-7), by increasing teacher's knowledge with strategies to strengthen student learning (e16) through a PD model focused on self-care and poverty awareness training. Incorporating self-care and poverty-focused PD is supported by extensive research and ensures teachers are not only equipped with pedagogical skills but are also prepared to manage their own and students' well-being (pg. e18).

Weaknesses:

No weaknesses 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:

MoACT adequately demonstrates that it proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students and that it examines the sources of inequity and inadequacy through pedagogical practices in the educator preparation program. (pgs. e8-9). MoACT incorporates PD that will help teachers and leaders identify and address inequities related to race, ethnicity, culture, language, and disability status. This will prepare educators to create inclusive, supportive, and equitable learning environments. (e16). Additionally, MoACT incorporates the PD model - adding self-care and poverty awareness training: Incorporating self-care and poverty-focused PD is supported by extensive research and ensures teachers are not only equipped with pedagogical skills but are also prepared to manage their own and students' well-being. (e18).

Weaknesses:

No weaknesses 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:

MoACT provided details, evidence, and documentation on how it will provide a high-quality GYO program. (pgs. e9), through the incorporation of rigorous, graduate-level coursework, an 18-month residency with extensive, job-embedded PD, and additional induction support. MoACT will develop and implement a Teacher Residency (TR) program to improve the quality of teacher candidates for rural areas (pg. e23). Including the incorporation of the PD model - adding self-care and poverty awareness training: Incorporating self-care and poverty-focused PD is supported by extensive research and ensures teachers are not only equipped with pedagogical skills but are also prepared to manage their own and students' well-being. (e18).

Weaknesses:

No weaknesses were noted.

Reader's Score: 0

Invitational Priorities - Invitational Priority 2

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

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

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

Strengths:

Invitational Priority 2 – Not Addressed

Weaknesses:

Invitational Priority 2 – Not Addressed

Reader's Score: 0

Status: Submitted
Last Updated: 07/12/2024 04:56 PM

Status: Submitted

Last Updated: 07/12/2024 12:29 PM

Technical Review Coversheet

Applicant: Southwest Center for Educational Excellence (S336S240032)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	26
Quality of the Evaluation Plan		
1. Evaluation Plan	20	20
Adequacy of Resources		
1. Resources	30	25
Quality of the Management Plan		
1. Management Plan	20	18
Sub Total	100	89
Priority Questions		
Competitive Preference Priorities		
Competitive Preference Priority 1		
1. CPP 1	4	3
Competitive Preference Priority 2		
1. CPP 2	3	3
Competitive Preference Priority 3		
1. CPP 3	2	1
Competitive Preference Priority 4		
1. CPP 4	2	1
Sub Total	11	8
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	0
Invitational Priority 2		
1. IP 2	0	0
Sub Total	0	0
Total	111	97

Technical Review Form

Panel #5 - TQP Panel - 5: 84.336S

Reader #3: *****

Applicant: Southwest Center for Educational Excellence (S336S240032)

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 project design is part of a comprehensive effort to improve teaching and learning as it builds on lessons for continual improvement from a pre-bac TQP grant (e11, 14-15).
- The project design will improve mentor teacher capacity through a new focus on mentor teacher training (e17, e333).
- The project design will yield results beyond the grant cycle by improving teacher resiliency through a new PD focus on self-care and poverty awareness training (e18).
- The project design will meet the needs of the districts by using the thorough data on district needs (e19).
- The project design will comprehensively improve teaching and learning by building on Todd Whitaker's work (e22).
- The project design will comprehensively improve teaching and learning by focusing on 7 learning targets for PD over 23 days pre-service (e25-28).
- The residency model will improve resident students' capacity through a 3-semester residency model (e28-29).
- The induction program will improve residents' capacity by providing ongoing support for residents (e30-31).
- The project design will yield results by following a logical rationale aligned with specific goals, objectives, and outcomes (e31-35).

Weaknesses:

- While the project identifies multiple goals and objectives, there is a lack of timeline for measuring goals and objectives (e31-35), especially in the logic model (e35-36). Without a timeline, steps are likely to be overlooked or pushed back.
- The project design identifies multiple ways of improving teacher capacity during the grant cycle, but there is a lack of explanation about building capacity for post-award continuation (e45), making sustainability questionable.

Reader's Score: 26

Sub

1. Overview Statement

General:

The application's project design is adequate. The demonstrated rationale and logic model are adequate, and the design exceptionally reflects up-to-date knowledge from research and practice. It adequately specifies the goals, objectives, and outcomes to be achieved and how they will be measured. The comprehensive effort to improve teaching and learning is adequate. The design for performance feedback and continuous improvement is exceptional, with a project design adequate to build capacity and yield results sustainably.

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 will provide reliable data through the addition of a selection evaluator to the evaluation team (e18).
- The evaluation plan will provide reliable data because of the clear explanation of the evaluation team and their duties (e45).
- The evaluation plan will provide thorough and appropriate data by following its plans for formative and summative evaluation (e46).
- The evaluation plan will provide valid and reliable data through a longitudinal, multi-phase evaluation (e49).

Weaknesses:

None

Reader's Score: 20

Sub

1. Overview Statement

General:

The application's evaluation plan is exceptional. The methods of evaluation will provide exceptionally valid and reliable performance data. Additionally, the methods of evaluation are exceptional in their thoroughness, feasibility, and appropriateness to the goals, objectives, and outcomes of the project.

Reader's Score:

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

- The project design will lead to a successful grant cycle by relying on resources from the lead applicant (e40).
- The project design will lead to a strong foundation through partner commitments with MSSU, SWC, and school districts (e13-15, 41-42).
- The project budget is reasonable in its application of money to stipends, resources, travel, and supporting salaries (e42-43).
- The project budget is adequate in its allocation of funds to stipends, resources, and supporting salaries (e42-43).
- The project resources will lead to sustainable results in the districts by providing well-trained, diverse teachers in multiple schools (e13-15).

Weaknesses:

- While the applicant is partnering with MSSU, it is not clear on what resources are available from MSSU to help students (e51-52). Without access to university resources, support for residents' learning is limited.
- While the results from the grant cycle will be sustainable in the school districts, a lack of directly addressing how SWC would sustain the work post-award (e53-54) makes the overall sustainability of a residency program questionable.
- With a rural area, the budget for travel is low (e315), which could limit the oversight and support to the LEAs. While mileage is accounted for, reimbursement for gas costs are higher than what is included in the budget.

Reader's Score: 25

Sub

1. Overview Statement

General:

The application demonstrates adequate resources for the proposed projects. The budget is exceptional both in explanations for supporting personnel, travel, materials, and other costs and the reasonable costs in relation to the design of the project. The relevance and demonstrated partner commitment is also exceptional. The adequacy of support from the lead applicant is adequate. However, the proposal has a limited plan for operating the residency project beyond the length of the grant, with strong commitments from partners.

Reader's Score:

Selection Criteria - Quality of the Management Plan

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

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

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (10 pts)

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (10 pts)

Strengths:

- The management plan will lead to grant results by implementing the Project Team that is explained clearly and has goals and meeting times (e54-55).
- The management plan will lead to curricular success by working with the Education Team (e55-59) to align assignments and clinical experiences with district needs.
- The management plan will ensure feedback by listening to the stakeholders from the Advisory Council (e56) for recruitment and the Evaluation Team (e57-59) for assignments, clinical observations, fidelity, progress, and needed adjustments.
- The management plan will ensure continuous improvement by following the feedback reporting plan (e56) that requires quarterly meetings to review policies, operations, and data for accountability, continual improvement, and sustainability planning.
- The management plan will achieve objectives by using the detailed milestones work plan (e57-60) to implement the goals and objectives, including designing and delivering professional certifications, pre-service seminars, and induction.

Weaknesses:

- The applicants have designed an Education Team with all instructors to work on curriculum alignment with the clinical experiences; however, it is unclear how the Education Team will be a part of the feedback cycle (e56). This oversight could break down the alignment between coursework and clinical experiences.

Reader's Score: 18

Sub

1. Overview Statement

General:

The project has an adequate management plan for the proposed project. The plan is adequate in its ability to achieve the objectives, including a multi-year timeline with responsible parties. The plan is adequate in its ability to ensure feedback and continuous improvement in the operation of the proposed 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:

- The project design will improve the diversity of teacher candidates with a new design for social media recruitment to attract and engage potential grant participants and make the recruitment process more efficient and effective (e17).

Weaknesses:

- The selection criteria for the residents have barriers for underrepresented residents (e37) that may lead to a lack of diversity in candidates (for example, requirement #3 requires that residency candidates must “demonstrate professional strength to articulate, share, and present their expertise and educational strategies” to be admitted to the program. This is a skill that should be developed within the program instead.

Reader's Score: 3

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 project design will increase the number of well-prepared educators with a focus on reaching the demographics in need by prioritizing candidates from diverse backgrounds, particularly those who live or work in the communities they serve (e16).

Weaknesses:

None

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 project design will comprehensively improve teaching and learning by focusing on 7 learning targets for PD over 23 days pre-service, which includes positive behavior intervention for positive and safe classroom environments (e25-28).

Weaknesses:

- The project design's 7 learning targets do not address belonging and inclusion for underserved students (e25-28).

Reader's Score: 1

Competitive Preference Priorities - Competitive Preference Priority 4

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

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

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

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

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

Strengths:

- The project design will comprehensively improve teaching and learning by focusing on 7 learning targets for PD over 23 days pre-service, with an emphasis on data-driven instruction to improve student skills rapidly and positive behavior intervention to create safe and positive classroom environments (e25-28).

Weaknesses:

- The project design's 7 learning targets do not address critical issues of inclusivity for students (e25-28).

Reader's Score: 1

Invitational Priorities - Invitational Priority 1

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

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

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

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

Strengths:

The applicant did not address IPP 1.

Weaknesses:

The applicant did not address IPP 1.

Reader's Score: 0

Invitational Priorities - Invitational Priority 2

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

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

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

Strengths:

The applicant did not address IPP 2.

Weaknesses:

The applicant did not address IPP 2.

Reader's Score: **0**

Status: Submitted
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