

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

Status: Submitted

Last Updated: 07/14/2024 04:23 PM

Technical Review Coversheet

Applicant: Towson University (S336S240059)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	25
Quality of the Evaluation Plan		
1. Evaluation Plan	20	20
Adequacy of Resources		
1. Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	18
Sub Total	100	93
Priority Questions		
Competitive Preference Priorities		
Competitive Preference Priority 1		
1. CPP 1	4	2
Competitive Preference Priority 2		
1. CPP 2	3	3
Competitive Preference Priority 3		
1. CPP 3	2	2
Competitive Preference Priority 4		
1. CPP 4	2	2
Sub Total	11	9
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	0
Invitational Priority 2		
1. IP 2	0	0
Sub Total	0	0
Total	111	102

Technical Review Form

Panel #2 - TQP Panel - 2: 84.336S

Reader #1: *****

Applicant: Towson University (S336S240059)

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 logic model and rationale is provided with literature cited to support the project design.(p..e152) A logic model is included in the proposal. It links goals and objectives well to activities, outputs and outcomes.. Goals and objectives are stated. Goals are based on the assessment conducted in the site. The project seeks to improve the preparation, initiate strong advising and use evidenced based practices to deliver instruction. The project is focused on math, science and special education teacher preparation. Four hundred students will be impacted by the planned project in high needs districts.(.p. e7) The project will specifically improve advisement for students The 2021 WWC Guide includes 4 recommendations which are a guide for the project. The link to community colleges provides the recruitment plan. A cohort model with 80 students in a cohort is planned. Objectives are measurable such as service to 400 students, an outcome of 90% of students securing certification and 25% securing dual certification. (p e33) The program also provides a 50% increase in time devoted to the clinical segment. The up-to-date knowledge used to support the plan is well selected. It includes Darling-Hammond, et.al. 2021, Kutsyruba et al. 2020 and others The performance feedback is used for continuous improvement including tracking passing rates on certification exams, tracking coaching patterns and the patterns in improved student advising (p, e35) The proposal states that the leadership team will assess progress and inform and initiate change in implementation if needed. Effective use of data is planned, Capacity and results beyond the grant period are possible since the reforms planned are not high cost and new structures will endure. For example, 50 mentors will assist with the induction program. Curriculum reform will continue in program structures established. The community of practice will continue for 5 years. (p e51) Capacity building is therefore likely.

Weaknesses:

Outcomes are not stated in measurable terms in the logic model. For example, no number of mentors is stated and high-quality mentors is not defined. Another outcome is that there will be an increase in PRAXIS test scores with no baseline data identified and no percent of improvement identified. (p e152) No larger reform project is identified in the setting. In

addition, support from partners is not clearly identified. Partners are to be kept informed of implementation progress with no further description of their role in the project Capacity beyond the project period can be further described with an identified administrative mechanism to monitor links with community colleges that are to continue. How the community of practice is to be continued needs explanation. (p. e49)

Reader's Score: 25

Sub

1. Overview Statement

General:

The design calls for reform of programs. The expectations are identified clearly. The use of high needs district is presented and clear (p.e20) Research is cited and well selected to support the strategies presented.

Reader's Score:

Selection Criteria - Quality of the Evaluation Plan

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

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

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

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

Strengths:

The evaluation is presented with data collection sources and data collection methods described. They are well planned. It is noted that two teams will assist with assessment. One is the Implementation Team and one is the Leadership Team. Monthly check-in meetings are planned to monitor implementation and assessment. This is a sound approach Two well stated research questions are provided. (p. e43, e92) Sustainability is planned with the community of practice continuing for 5 years after funding ends.

Quantitative data is collected such as passing rate data for certification exams (p.e44) Instruments used to collect data are the perception survey for participants used 3 times during project implementation and a well-being survey. Data collection methods are focus groups and interviews Data collection and analysis is described well. (p 48) Intended outcomes are linked to objectives and data sources used for data collection. (p. e49) The plan is well presented.

Weaknesses:

none noted.

Reader's Score: 20

Sub

1. Overview Statement

General:

The evaluation plan is well presented with data sources identified and data collection methods listed. The use of quantitative and qualitative data is planned and a strong approach. The use of surveys focus groups and interviews

Sub

will be the methods used well in the plan outlined. (p, e 42)

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:

Budget resources are well planned .For example, it is noted that it costs 20,000 for a teacher to be replaced. After the grant period, stipends will be given to teachers and no ongoing costs are anticipated. A train the trainer model is used and this is low cost. Partners are described as diverse. The PI works .40FTE on the project and Co PIs range is from .30 FTE to .20 FTE time working on the project. (p.e61) All staff salaries are stated and reasonable. The costs of the evaluation are identified and reasonable. The responsibilities of each staff member are identified and appropriate. The Leadership Team will review the project timeline regularly.

Weaknesses:

none noted.

Reader's Score: 30

Sub

1. Overview Statement

General:

Sufficient resources are provided for the project. It is noted that library resources are extensive on the site and the Southern Regional Education Board is a research source on teacher education reform.

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 team will investigate a professional development model which extends the clinical experience. That experience will be extended to 4 weeks which is a 50% expansion of the clinical experience. The expert group in literacy will be formed with literacy courses in the program revised. All revisions of the curriculum will be reviewed by LEA teacher members. In addition to continuous improvement which is planned. This is a well-conceived approach. The use of a monthly check in monitoring of implementation is also well planned. Assessment in the grant period will focus on effective use of data collected. Minimization of resistance to sound implementation is the focus. The Leadership Team reviews progress, sets the direction of the project and monitors its success. (p. e40) This is a well-developed implementation process.

Weaknesses:

The schedule for the Leadership Team meetings is needed and reports to the senior college administration regarding progress. Regular meetings of stakeholders and partners should be identified for ongoing progress. (p. e309) These steps will strengthen the tracking and reporting.

Reader's Score: 18

Sub

1. Overview Statement

General:

The plan provides for a Leadership Team to monitor the implementation of the project. The plan provides for continuous improvement as the implementation proceeds. The monitoring will follow the outline of the logic model.

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) Not addressed

B) The proposal presents critical reforms in the teacher preparation program in the clinical experience, literacy courses and securing certification, The plan is sound and well defined. The proposal identifies critical reforms needed from the assessment conducted. (p.e29)

Weaknesses:

None noted.

Reader's Score: 2

Competitive Preference Priorities - Competitive Preference Priority 2

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

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

Strengths:

Expert groups are planned to strengthen student learning and should serve students well. The reform of the program reflects the data from the assessment. The use of coaching, mentors, a focus on equity and improved practice are the focus. (p. e29)

Weaknesses:

None noted.

Reader's Score: 3

Competitive Preference Priorities - Competitive Preference Priority 3

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

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

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

(b) Implementing evidence-based practices for advancing student success for underserved students. Improving the retention of fully certified, experienced, and effective educators in

high-need schools or shortage areas. (1 pt)

Strengths:

The proposal addresses social and emotional wellness with the Academy segment of the project. The proposal also discusses the use of non-evaluative counselors. These segments encourage social and emotional development of students.

Weaknesses:

none noted.

Reader's Score: 2

Competitive Preference Priorities - Competitive Preference Priority 4

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

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

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

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

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

Strengths:

The proposal addresses social and emotional wellness with the Academy segment of the project. The proposal also discusses the use of non-evaluative counselors. These segments encourage social and emotional development of students.

Weaknesses:

none noted.

Reader's Score: 2

Invitational Priorities - Invitational Priority 1

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

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

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

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

Strengths:

Partnerships are to be established to increase the number of students enrolled in teacher preparation. The completion of the BA degree is stressed. The support for retention of students is described well and should be effective. A summer 3-day boot camp is planned for teachers. Support of 3 weeks of lesson planning is scheduled. Two-day mentor training is to be provided. This is well planned to serve identified needs,

Weaknesses:

None noted.

Reader's Score: 0

Invitational Priorities - Invitational Priority 2

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

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

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

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: **0**

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Status: Submitted

Last Updated: 07/12/2024 09:11 PM

Technical Review Coversheet

Applicant: Towson University (S336S240059)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Evaluation Plan		
1. Evaluation Plan	20	20
Adequacy of Resources		
1. Resources	30	27
Quality of the Management Plan		
1. Management Plan	20	20
Sub Total	100	97
Priority Questions		
Competitive Preference Priorities		
Competitive Preference Priority 1		
1. CPP 1	4	2
Competitive Preference Priority 2		
1. CPP 2	3	3
Competitive Preference Priority 3		
1. CPP 3	2	2
Competitive Preference Priority 4		
1. CPP 4	2	2
Sub Total	11	9
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	0
Invitational Priority 2		
1. IP 2	0	0
Sub Total	0	0
Total	111	106

Technical Review Form

Panel #2 - TQP Panel - 2: 84.336S

Reader #2: *****

Applicant: Towson University (S336S240059)

Questions

Selection Criteria - Quality of Project Design

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

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

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

Strengths:

- (i) The applicant demonstrates the needs through a well-developed rationale that includes teacher shortages in high need fields such as early childhood/elementary education, special education and EL (e17). By providing current vacancy data in the partner school districts, the needs are localized and the effect on student learning is more apparent. The applicant provides a strong logic model to support the project design (Appendix C).
- (ii) The applicant provides a detailed outline of the goals, objectives, and expected outcomes of the project that are clearly aligned with the needs described in the rationale (e31-35). They are well stated, measurable, comprehensive, and will address recruitment, teacher quality/effectiveness, and new teacher support. All of which are necessary to address the needs outlined in the rationale.
- (iii) The applicant provides evidence to support comprehensive efforts to improve teaching and learning by starting with recruitment and ending with advancement opportunities (e35-37). The applicant's plan to collaborate with community colleges to identify and recruit candidates is an excellent addition to recruitment efforts (e8). Inviting all partners to participate in a true community of practice also supports comprehensive efforts, especially as it related to teacher support and induction. The applicant is inviting the local school partners to play a major role as a true partner with all components of the proposed project. A true partnership understands the value of respecting the knowledge and skills all partners bring in support of comprehensive efforts to improve teaching and learning.
- (iv) The applicant appropriately incorporates current best practices and research-based approaches to the design of the proposed project (e37-39). This is reflected using various experts that are cited throughout the narrative and professes that everything should center around developing the pre-service teacher's understanding of the whole child (e38). This approach is a major strength and reminder of where the preparation begins.
- (v) The applicant provides evidence of the value in performance feedback and continuous improvement and the role they play in implementing an effective project (e39-41). The applicant intends to use short cycle formative evaluation which is a major strength of the design. The ability to make quick changes as needed will positively affect the impact of

the project.

(vi) The applicant is committed to building capacity that will yield results and extend beyond the life of the grant. This commitment is reflected in the plan to incorporate existing initiatives into current efforts such as “grow your own programs” and maintaining positive relationships with community colleges. Building capacity will also extend to LEAs as they see the value of yearlong field experiences and collaborative teacher induction.

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Sub

1. Overview Statement

General:

Overview: The quality of the design is exceptional. The rationale is comprehensive and includes the significant decline in enrollment in teacher preparation programs and climbing number of vacancies in early childhood/elementary education, special education and EL (e17). The goals and objectives of the project are clear, concise, measurable, and fully align with the needs described in the rationale. The applicant provides evidence to support comprehensive efforts to improve teaching and learning by focusing on recruitment, preparation, and advancement opportunities (e35). Current knowledge of promising practices and research-based approaches are threaded throughout the project design and drives the components of the proposed project (e37-39). Both performance feedback and continuous improvement are specifically described as critical to the implementation of the project (e40). The applicant intends to encompass existing initiatives with new initiatives to build capacity and yield results that will extend beyond the life to grant (e41).

Reader's Score:

Selection Criteria - Quality of the Evaluation Plan

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

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

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

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

Strengths:

(i) The applicant provides a well-developed evaluation plan that includes a table displaying intended outcomes, related objectives, and data sources used to inform the evaluation (e49, 50). The strength of this presentation of the evaluation plan is that it provides clarity and will be a valuable asset to communicating the progress of the project to partners and community stakeholders.

(ii) The applicant describes a collaborative evaluation design for each project goal. This design supports a plan that is thorough, feasible and appropriate to the goals, objectives, and outcomes of the proposed project (e48). The evaluator's plan to collaboratively design a quasi-experimental study of the impact on the pipeline of students choosing to pursue education and teacher retention will contribute to research in teacher recruitment and retention.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

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

Overview: The quality of the evaluation plan is exceptional. The applicant will use an experienced external evaluator who will use both quantitative and qualitative methods of evaluation that are appropriate to determine the impact of the project (e43-47). Evidence of a strong evaluation that is thorough, feasible and appropriate for project goals is clearly described and includes alignment of intended outcomes and data sources informing evaluation (e49).

Reader's Score:**Selection Criteria - Adequacy of Resources****1. C. Adequacy of Resources (30 points)**

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

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

Strengths:

- (i) The applicant provides comprehensive evidence of resources to support campus activities for students and support for faculty (e50-52). An example of a major strength of campus resources is the use of the campus library. This is a strength because of the technology services provided and state-of-the-art spaces designed for study and to support student research.
- (ii) The budget appears adequate to support the proposed project with a large percentage used to support faculty and mentors who will have major roles in implementing the proposed project (e52). The applicant's plan to compensate mentors is an excellent addition to the budget and embraces the need to treat educators as professionals and value their time and skills.
- (iii) The costs appear reasonable for a partnership that addresses the needs of teacher recruitment, preparation, and retention for urban high need schools. One strength of this component is the applicant's comparison of the financial cost to replace a teacher (e53) but no value can be placed on the impact for students, the school, and the community.
- (iv) The applicant reveals several resources to support the project and continue to benefit from the outcomes beyond the life of the grant. Examples include continuing the pipeline that will be started with the project (e54), reforms will be integrated into the existing program and a part of state policy, and LEAs will take over the induction support (e55). These

approaches will result in maintaining and sustaining the work of the project far beyond the end of the funding cycle.

(v) The letters of support (e245-255) are excellent examples of high-level commitment of partners in the project to the implementation and success of the project.

Weaknesses:

(vi) Though the applicant provides letters of support in the application, there is limited discussion regarding the commitment and specific roles of partners other than the subcontractor for induction and professional development. It is unclear how the relevance and demonstrated commitment of each partner in the proposed project contributes to the implementation and success of the project.

Reader's Score: 27

Sub

1. Overview Statement

General:

Overview: The applicant provides evidence of exceptional resources for project implementation. Resources through the university library include learning spaces, reading rooms, specialty software, data visualization and other features (e50,51). Cost appears to be reasonable for the design, size, and expected outcomes of the project (e52-54, 393). The applicant provides evidence of the necessary supports to continue the project beyond the life of the grant, which includes sustaining reforms, LEA supported induction, and university scholarships for students are some examples of evidence(e55-56).

Reader's Score:

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

(i) The applicant provides a detailed management plan that includes key milestones, staff responsibilities, and alignment with project goals and responsibilities (e57-61). The applicant includes sufficient staff to ensure the project moves forward on time and on budget. The timeline encompasses the five years of the proposed project and is designed to ensure accountability and for each goal, objective, and activity.

(ii) The applicant specifically addresses procedures for ensuring feedback and continuous improvement with the project management plan (e61). The Leadership team has the responsibility to meet, monitor implementation progress, and recommend next steps as needed.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Sub

1. Overview Statement

General:

Overview: The applicant provides an exceptional project management plan that includes key milestones, staff responsibilities, and alignment with project goals and responsibilities (e57-61). The procedures for providing feedback and continuous improvement are specifically addressed in this section and previous section of the proposal (e61).

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) One of the university partners is a minority serving institution and has a significant enrollment of students of color (e13). The applicant will focus on the pipeline of students who choose to transfer into education programs and seek to increase that pipeline. Another strength and opportunity is the effort to increase educator diversity through the Teacher Academy that has been successful in increasing the number of Black girls in high school who become teachers (e14). Based on the impact numbers, this recruitment strategy has future potential.

(b) The applicant will partner with organization such as We Will All Rise to provide professional development with a focus on male students of color (e14).

Weaknesses:

(iii) Though the applicant is committed to developing partnership with organizations that serve underrepresented populations, curriculum reforms, providing resources, and induction initiatives, there is limited discussion of reforms that will impact program admissions, completion, placement and retention of students and teachers of color.

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 will support a diverse educator workforce and professional growth through the applicant's focus on dual certification programs such as special education and early childhood education (e14). Based in the low number so teachers of color represented as National Board Certified, the applicant will seek to recruit teachers of color who want to attain NBC.

Weaknesses:

No weaknesses.

Reader's Score: 3

Competitive Preference Priorities - Competitive Preference Priority 3

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

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

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

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

Strengths:

- (a) The applicant will foster a sense of belonging and inclusion for underserved college students through evidenced based practices outlined in What Works Clearinghouse related to effective advisement of post-secondary students (e15). Providing an advisor and support coach is a great approach to supporting underserved students.
- (b) The faculty advisor will also support student success which will ultimately improve retention of certified teachers in high need schools. The applicant describes support at each level from teacher candidate to full certified teachers seeking advanced certifications (e15).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

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

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

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

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

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

Strengths:

- (a) The applicant will focus on early childhood education, elementary education, and special education. Dual certification programs will also be offered and encouraged.
- (b) The applicant describes multiple outlets that will promote equity in student access to educational resources and opportunities (e15, 16). Through collaboration with the WE Will All Rise project which supports Black male educators and the BELIEF (Black and Brown Educators Lifting and Inspiring Education's Future) (e16) project which recruits and supports young men of color who are interested in pursuing teacher as a career. Both programs are described as programs that will prepare teacher candidates and new teachers for creating inclusive, supportive, and equitable environments of P-12 students.

Weaknesses:

No weaknesses noted.

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:

Strengths:

The applicant oversees two programs for future educators, the Teacher Academy and Educators Rising. Both programs meet all requirements as established programs and our in partnership with other organizations. It is unclear if high school students receive incentives for participating. This could be college credit or LEA course credit or our stipends.

Weaknesses:

No weaknesses noted.

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:

Not addressed.

Reader's Score: **0**

Status: Submitted

Last Updated: 07/12/2024 09:11 PM

Status: Submitted

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

Technical Review Coversheet

Applicant: Towson University (S336S240059)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Evaluation Plan		
1. Evaluation Plan	20	20
Adequacy of Resources		
1. Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Sub Total	100	100
Priority Questions		
Competitive Preference Priorities		
Competitive Preference Priority 1		
1. CPP 1	4	2
Competitive Preference Priority 2		
1. CPP 2	3	3
Competitive Preference Priority 3		
1. CPP 3	2	2
Competitive Preference Priority 4		
1. CPP 4	2	2
Sub Total	11	9
Invitational Priorities		
Invitational Priority 1		
1. IP 1	0	0
Invitational Priority 2		
1. IP 2	0	0
Sub Total	0	0
Total	111	109

Technical Review Form

Panel #2 - TQP Panel - 2: 84.336S

Reader #3: *****

Applicant: Towson University (S336S240059)

Questions

Selection Criteria - Quality of Project Design

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

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

(i) The extent to which the proposed project demonstrates a rationale. (5 pts) (Logic model must be present to get all 5 pts)

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 pts)

(iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. (5 pts)

(iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (5 pts)

(v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project. (5 pts)

(vi) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (5 pts)

Strengths:

(i) The extent to which the proposed project demonstrates a rationale

The proposal demonstrates a clear rationale by addressing the teacher shortage in Maryland through a comprehensive approach that includes targeted recruitment, flexible pathways, quality preparation, and strong retention support. The logic model provided in Appendix C effectively outlines the project's components and expected outcomes (Page e16).

The proposal effectively demonstrates a rationale with a well-defined logic model and a comprehensive approach to addressing the teacher shortage.

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable

The goals, objectives, and outcomes are clearly specified and measurable. For example, the proposal aims to train 400 new teachers over five years, with specific targets for certification and retention rates (Page e21).

The proposal clearly specifies and measures its goals, objectives, and outcomes, providing a solid framework for evaluation.

(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

The proposal represents a comprehensive effort to improve teaching and learning by integrating recruitment, preparation, and induction processes. It includes partnerships with community colleges and local school districts to ensure alignment with academic standards (Page e25).

The proposal is comprehensive in its approach to improving teaching and learning, supporting rigorous academic standards.

(iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice

The project design reflects up-to-date knowledge from research and effective practice, including evidence-based literacy instruction, social-emotional learning, and Universal Design for Learning (Page e27).

The proposal effectively incorporates current research and best practices into its design.

(v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project

Performance feedback and continuous improvement are integral to the project design, with short cycles of Deming's Plan-Do-Study-Act (PDSA) used to refine the residency preparation model (Page e29).

The proposal includes robust mechanisms for performance feedback and continuous improvement.

(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

The project is designed to build capacity and yield long-term results, with sustainable components such as the train-the-trainer model for induction support and partnerships with community colleges (Page e31).

The proposal is designed to ensure sustainability and long-term impact beyond the grant period.

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Sub

1. Overview Statement

General:

The Quality of the Project Design section of the Towson University grant proposal outlines a comprehensive strategy to address the teacher shortage in Maryland. The proposal demonstrates a clear rationale through a well-defined logic model, specifies measurable goals and outcomes, and integrates up-to-date research and effective practices. It emphasizes a comprehensive effort to improve teaching and learning, supports rigorous academic standards, and includes mechanisms for performance feedback and continuous improvement. The design also focuses on building capacity and ensuring sustainability beyond the grant period.

Reader's Score:

Selection Criteria - Quality of the Evaluation Plan

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

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

(i) The extent to which the methods of evaluation will provide valid and reliable performance

data on relevant outcomes. (10 pts)

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

Strengths:

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

The evaluation methods are thorough and designed to provide valid and reliable data on relevant outcomes, including certification, retention, and teacher effectiveness (Page e33).

The evaluation plan is robust and capable of providing valid and reliable performance data.

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

The evaluation methods are thorough, feasible, and aligned with the project's goals, objectives, and outcomes. The use of both quantitative and qualitative data ensures a comprehensive evaluation (Page e37).

The evaluation methods are well-designed and appropriate for the project's goals.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Sub

1. Overview Statement

General:

The Quality of the Evaluation Plan section details a robust methodology for evaluating the project's effectiveness. The plan includes valid and reliable performance data collection methods, ensuring that the evaluation is thorough, feasible, and aligned with the project's goals and objectives. The evaluation methods incorporate both quantitative and qualitative data, providing a comprehensive assessment of the project's impact on teacher certification, retention, and effectiveness.

Reader's Score:

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

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

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

(iv) The extent to which the applicant demonstrates that it has the resources to operate the

project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (6 pts)
(v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (6 pts)

Strengths:

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

Towson University provides adequate support and resources, including facilities, equipment, and financial support, to ensure the project's success (Page e40).

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

The budget is well-structured and adequate to support the project's objectives, with detailed allocations for each component (Page e42).

The budget is comprehensive and sufficient to support the proposed activities.

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

The costs are reasonable and justified in relation to the project's objectives and potential impact, with cost-saving measures such as the use of video coaching (Page e52).

The costs are reasonable and well-justified.

(iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant (6 points)

Towson University demonstrates a strong commitment to sustaining the project beyond the grant period, with plans for continued support and integration into existing programs (Page e44).

The proposal shows strong potential for sustainability beyond the grant period.

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

The proposal includes relevant and committed partners, such as local school districts and community colleges, who play crucial roles in the project's implementation (Page e55).

The partners are relevant and demonstrate strong commitment to the project's success.

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Sub

1. Overview Statement

General:

The Adequacy of Resources section highlights the strong support and resources provided by Towson University, including facilities, equipment, and financial backing. The proposal presents a well-structured and adequate budget to support the project's objectives, with reasonable costs in relation to the project's design and potential significance. It also demonstrates the university's commitment to sustaining the project beyond the grant period, supported by relevant and committed partners.

Reader's Score:

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

- (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget

The management plan is detailed and includes clearly defined responsibilities, timelines, and milestones, ensuring that the project will be completed on time and within budget (Page e47).

The management plan is comprehensive and well-structured.

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

The proposal includes robust procedures for feedback and continuous improvement, with regular meetings and data collection to inform project adjustments (Page e51).

The procedures for feedback and continuous improvement are thorough and effective.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Sub

Sub

1. Overview Statement

General:

The Quality of Management Plan section outlines a detailed and well-organized approach to achieving the project's objectives on time and within budget. The management plan includes clearly defined responsibilities, timelines, and milestones, ensuring effective project execution. It also incorporates robust procedures for feedback and continuous improvement, facilitating ongoing project refinement and success.

Reader's Score:

Priority Questions

Competitive Preference Priorities - Competitive Preference Priority 1

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

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

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

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

Strengths:

a) No strength

b) Through the Transfer Tiger Pact and specific articulation agreements with Maryland community colleges, TU PRIME ensures that credits earned at these institutions are seamlessly transferred, facilitating the entry of diverse students into professional education programs.

TU PRIME leverages the TAM program, which has been shown to significantly increase the number of Black girls in high schools who pursue teaching careers. This initiative helps to diversify the teacher candidate pool.

By implementing these strategies, TU PRIME aims to increase the percentage of minority teacher candidates at Towson University from 35% to 45% within five years, thereby contributing to a more diverse and inclusive educator workforce.

Weaknesses:

- a) The applicant does not partner with minority-serving institutions.
- b) No weaknesses 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 project includes initiatives to support dual certification and advanced certifications, enhancing the professional growth of a diverse educator workforce (Page e14).

Through several initiatives, TU PRIME aims to support a diverse educator workforce and enhance professional growth to strengthen student learning. These include offering dual certification programs in special education and elementary education, as well as special education and early childhood education. The program also focuses on multilingual education and Maryland K-12 English for Speakers of Other Languages (ESOL) certification, to certify at least 40 participants by Year 5. Additionally, TU PRIME provides coaching to mentor teachers hosting TU interns to help them attain National Board Certification (NBC). Leveraging insights from a Maryland Teacher Collaborative Grant, TU PRIME will implement strategies to increase the number of teachers of color achieving NBC. Furthermore, the grant will support the development of a new bachelor's degree program in multilingual education to prepare educators for various bilingual educational settings. Recognizing the high stress levels in the teaching profession, TU PRIME also proposes initiatives to address teacher stress and anxiety.

The proposal supports the professional growth of a diverse educator workforce.

Weaknesses:

No weakness noted.

Reader's Score: 3

Competitive Preference Priorities - Competitive Preference Priority 3

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

Projects that are designed to improve students' social, emotional, academic, and career

development, with a focus on underserved students, through creating a positive, inclusive, and identity-safe climate at institutions of higher education, through one or more of the following activities:

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

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

Strengths:

The project includes components to address students' social, emotional, and academic needs, such as trauma-informed practices and social-emotional learning (Page e27).

TU PRIME will meet students' social, emotional, and academic needs by providing comprehensive support services to teacher candidates and novice teachers. This includes guidance, advisement, counseling, and coaching based on evidence-based practices outlined in the What Works Clearinghouse (WWC) Practice Guide for Effective Advising for Postsecondary Students. An Advising and Support Coach will help develop and implement an advising and retention support model across partner institutions, ensuring candidates receive adequate support. Additionally, Southern Regional Education Board (SREB) coaches will offer non-evaluative support, allowing teachers to seek help openly and improve their practice. This multi-layered support system aims to enhance teacher effectiveness and retention, ultimately benefiting student learning outcomes. (pg e15)

The proposal effectively addresses students' social, emotional, and academic needs.

Weaknesses:

No weakness noted.

Reader's Score: 2

Competitive Preference Priorities - Competitive Preference Priority 4

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

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

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

(1) Early learning programs.

(2) Elementary school.

(3) Middle school.

(4) High school.

(5) Career and technical education programs.

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

(7) Alternative schools and programs.

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

Strengths:

The project promotes educational equity by addressing the needs of underserved students and implementing inclusive pedagogical practices (Page e29).

TU PRIME will promote equity in student access to educational resources and opportunities through targeted recruitment, coursework, and professional development. The program will continue its partnership with We Will All Rise to increase the number of Black male educators, supporting them through initiatives like the I Can Teach fellowship and the BELIEF Fellowship. Additionally, TU PRIME will enhance its Linguistic Diversity minor, develop a multilingual education bachelor's degree, and establish Expert Groups to address cultural competencies, social-emotional learning, trauma-informed practices, restorative practices, and universal design for learning (UDL). This comprehensive approach aims to prepare teacher candidates to create inclusive, supportive, and equitable learning environments for P-12 students. (pgs. e15-16)

The proposal effectively promotes equity in student access to educational resources and opportunities.

Weaknesses:

No weakness noted.

Reader's Score: 2

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

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

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

- (a) Be developed with the partner LEA to address the needs of its students and teachers;**
- (b) Use data-driven strategies and evidence-based approaches to increase recruitment, successful completion, and retention of teachers supported by the project;**
- (c) Provide standards for participants to enter into and complete the program;**
- (d) Be aligned to evidence-based practices for effective educator preparation, and include practice-based learning opportunities linked to coursework that address state requirements for certification, professional standards for teacher preparation, culturally and linguistically sustaining pedagogies, and the established knowledge base for education, including the science of learning and development;**
- (e) Have little to no financial burden for program participants, or provide for loan forgiveness;**
- (f) Require completion of a bachelor's degree either before entering or as a result of the certification program;**
- (g) Result in the satisfaction of all requirements or full state teacher licensure or certification,**

excluding emergency, temporary, provisional or other sub-standard licensure or certification; and
(h) Provide increasing levels of responsibility for the resident/ GYO participant/ apprentice during at least one year of paid on-the-job learning/clinical experience, during which a mentor teacher is the teacher of record.

Strengths:

The Teacher Academy of Maryland (TAM) and Educators Rising, overseen by Towson University (TU) in partnership with the Maryland State Department of Education (MSDE), align with the Invitational Priority by establishing a high-quality Grow Your Own (GYO) program. TAM offers a sequential program of study starting in the 10th grade, providing early exposure to the teaching profession through four courses and an internship. Educators Rising, the associated Career and Technical Student Organization (CTSO), supports aspiring teachers through hands-on teaching experiences and professional development. This collaboration addresses teacher shortages in high-need areas by recruiting and developing teacher candidates from local communities, minimizing certification costs, and ensuring participants are not the teacher of record before completing their certification. Additionally, TAM includes dual-enrollment opportunities, further supporting the GYO initiative's goals. (pgs. e13)

Weaknesses:

No weakness noted.

Reader's Score: 0

Invitational Priorities - Invitational Priority 2

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

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

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

Strengths:

Not applicable

Weaknesses:

Not applicable

Reader's Score: 0

Status: Submitted
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