

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

Status: Submitted

Last Updated: 07/11/2024 11:26 PM

Technical Review Coversheet

Applicant: Tulare County Office of Education (S336S240067)

Reader #1: *****

	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	18
Sub Total	100	98
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	1
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	108

Technical Review Form

Panel #8 - TQP Panel - 8: 84.336S

Reader #1: *****

Applicant: Tulare County Office of Education (S336S240067)

Questions

Selection Criteria - Quality of Project Design

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

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

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

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

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

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

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

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

Strengths:

i. The applicant provides strong details on the rationale demonstrated by the project. Structures and strategies developed in the logic model ground the project in strong theory aligned to evidence of effectiveness. The logic model focuses on the relationships between services and goals, objectives, and outcomes, guiding implementation and evaluation (e100).

ii. The goals, objectives, and outcomes of the proposed TRRUE project are specified and measurable. Outcomes are quantitatively measurable, with percentages and specific numbers (e.g., 80% certification attainment, 388 credential completers). Milestones and metrics are defined for each objective, ensuring progress can be tracked and evaluated. Each goal is supported by specific objectives and outcomes tied to actionable steps and measurable results (e39).

iii. The TRRUE project is a comprehensive effort to improve teaching and learning through a multifaceted approach. The application addresses the teacher shortage. California's chronic teacher shortage, particularly affecting students of color, is a central issue. The project aims to recruit and retain highly skilled, diverse teachers and leaders by investing in teacher residencies (e40). The design of the TRRUE project is built on the latest research and effective practices in teacher residencies. Studies by Fitz & Yun (2024), Mazzye & Gujarati (2024), and Yun & DeMoss (2020) inform the project's strategies and goals (e40).

iv. The TRRUE project's design is thoroughly informed by up-to-date knowledge from research and effective practice. It addresses teacher preparation, retention, diversity, and leadership development by integrating evidence-based strategies and frameworks. This approach ensures that the project is well-positioned to improve teaching and learning, particularly in high-need schools. For example, Barnett et al. (2008), Silva et al. (2014), Guha et al. (2016) demonstrated that teacher residency programs effectively recruit, develop, and retain highly qualified educators. The TRRUE project leverages this model to achieve similar outcomes (e42-44).

v. The TRRUE project incorporates performance feedback and continuous improvement as core components of its design. For example, Implementation progress is monitored continuously weekly, monthly, and quarterly. This frequent monitoring allows for the timely identification of issues and swift adjustments to keep the project on track. The TRRUE Program Managers (PMs) attend these meetings to provide updates on the residency program and solicit feedback from site administrators. This fosters communication and addresses district needs and concerns (e44-45).

vi. The TRRUE project demonstrates a solid commitment to building capacity and achieving sustainable results beyond the Federal financial assistance period. By fostering collaborative partnerships, implementing robust foundational elements, engaging in sustainability planning, and developing innovative pathways to leadership, TRRUE aims to transform teacher residency models and ensure lasting improvements in teacher quality and educational outcomes. TRRUE engages in sustainability planning. Collaboration with national entities like the National Center for Teacher Residencies (NCTR) and the Statewide Residency Technical Assistance Center (SRTAC) supports the development of best practices for sustainably funded residency partnerships. These practices are disseminated through digital media portals and advisory councils, ensuring broader adoption and replication (e45-46).

Weaknesses:

- i. No weaknesses were found for this sub-criterion.
- ii. No weaknesses were found for this sub-criterion.
- iii. No weaknesses were found for this sub-criterion.
- iv. No weaknesses were found for this sub-criterion.
- v. No weaknesses were found for this sub-criterion.
- vi. No weaknesses were found for this sub-criterion.

Reader's Score: 30

Sub

1. Overview Statement

General:

The TRRUE project is grounded in strong rationale and theory, supported by a robust logic model that aligns services with clear goals, objectives, and outcomes. Goals and objectives are specific and measurable, with quantifiable outcomes such as certification attainment and credential completers. Addressing California's teacher shortage, particularly affecting students of color, TRRUE aims to recruit and retain diverse educators through evidence-based teacher residencies. Informed by current research on effective teacher preparation and retention, the project integrates strategies validated by recent studies. Continuous improvement is central, with ongoing performance feedback and monitoring ensuring responsive adjustments. TRRUE also focuses on building long-term capacity and sustainability through collaborative partnerships and innovative leadership pathways.

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 TRRUE project employs a comprehensive evaluation strategy led by WestEd, aimed at ensuring valid and reliable performance data on relevant outcomes. For example, all data collected by WestEd is maintained in a longitudinal database. This facilitates ongoing assessment of progress and allows for comparisons across different cohorts. The database supports the validity of findings by enabling longitudinal analysis of trends and outcomes (e47). Also, Data collected throughout the project duration inform ongoing improvements. The Leadership Team meets regularly to review data, refine activities, and adjust policies based on evidence of progress. This iterative process supports continuous improvement in achieving project goals (e44).
- ii. The methods of evaluation for the TRRUE project are robust and well-aligned with its goals, objectives, and outcomes. WestEd will employ comprehensive data sources to assess project implementation, including collaboration among partners, recruitment efforts, and program design. Using a mixed-methods approach, they will gather qualitative insights through interviews and focus groups with stakeholders, ensuring a thorough understanding of the residency program model (e51).

Weaknesses:

- i. No weaknesses were found for this sub-criterion.
- ii. No weaknesses were found for this sub-criterion.

Reader's Score: 20

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

The evaluation methods employed by WestEd for the TRRUE project demonstrate a robust framework for gathering valid and reliable performance data. By integrating quantitative and qualitative approaches, maintaining a longitudinal database, and implementing a QED for comparative analysis, WestEd ensures a thorough assessment of TRRUE's impact on teacher preparation and retention.

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 TRRUE project demonstrates strong support from its lead agency, TCOE, and other project partners, totaling \$6,525,275 in dedicated funds over five years. TCOE's commitment includes substantial in-kind contributions for recruitment, candidate selection, mentorship coordination, and ongoing support services. Participating districts contribute facilities, administrative support, and professional learning resources, while Fresno State University offers significant in-kind support through curricular materials, faculty expertise, and a Residency Professor in Residence (e52-53).
- ii. The budget for the TRRUE project seems to be substantial and well-aligned with its ambitious goals and outcomes. The project has a total budget of \$19,997,040 over five years, including both federal funding and cost-share contributions (e54). The budget supports a comprehensive set of activities, including providing pathways for 97 aspiring teachers to obtain credentials and master's degrees, training 97-100 teachers as mentors, supporting mentors in pursuing National Board Certification, and developing aspiring leaders in the administrator pathway (e54).
- iii. The costs of the TRRUE project appear reasonable and justified concerning its objectives, design, and potential significance. For example, the project leverages extensive partnerships with County Offices of Education (COEs), Institutions of Higher Education (IHEs), project team members, consultants, and advisors. These partnerships bring years of experience and expertise in education, teacher preparation, residency models, research on best practices, recruitment, retention, curriculum development, and instructional strategies. This collective expertise not only supports the project's goals but also enhances the quality and potential impact of the initiatives (e54).
- iv. The TRRUE project demonstrates a strong commitment and capacity to sustain its operations beyond the initial grant period. The project has developed a comprehensive sustainability plan that outlines how state and local funds will support new teacher positions beyond the grant period. This includes leveraging Title 1 funds for professional learning and ensuring ongoing access to districtwide learning initiatives (e55).
- v. The TRRUE project involves several key partners who have demonstrated strong relevance and commitment to its implementation and success. For example, these universities will collaborate to support a teacher residency model that integrates a pathway to leadership. They will provide year-long clinical practice, cohort-based coursework, and a master's degree in education. Their efforts will focus on recruiting a diverse educator workforce and promoting equity in student access to resources and opportunities. Their involvement in planning, development, and ongoing support is crucial for the success of TRRUE (e56-57).

Weaknesses:

- i. No weaknesses were found for this sub-criterion.
- ii. No weaknesses were found for this sub-criterion.
- iii. No weaknesses were found for this sub-criterion.
- iv. No weaknesses were found for this sub-criterion.
- v. No weaknesses were found for this sub-criterion.

Reader's Score: 30

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

The budget appears to be well-planned and designed to support the ambitious scope of the TRRUE project, focusing on improving teacher quality and student outcomes in high-need school districts. The TRRUE project demonstrates a robust strategy for sustaining its initiatives beyond the grant period, including financial planning, stakeholder engagement, and ongoing collaboration with key 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 management plan outlined for the TRRUE project is adequate for achieving its objectives on time and within budget. The project has developed a comprehensive management structure, and operations plan to achieve all goals, objectives, and outcomes. This structure includes clearly defined responsibilities, timelines, and milestones, which are crucial for project management and accountability (e58).
- ii. The TRRUE project demonstrates adequate procedures for ensuring feedback and continuous improvement in its operations. For example, the TRRUE project has established a Leadership Team (LT) comprising the Project Director (PD), Program Managers (PM), representatives from Institutions of Higher Education (IHE), the evaluator, and district liaisons. This team meets monthly to provide feedback and guidance on project implementation, ensuring alignment with grant objectives and facilitating continuous improvement (58).

Weaknesses:

- i. The narrative shares the leadership team's responsibilities and the time spent doing each role. For example, program management will be allocated at 0.07 FTE for San Diego COE in Year 1, 0.06 FTE for Years 2-5, 0.25 FTE for Humboldt COE, and 0.65 FTE for Tulare COE. These efforts are low compared to the responsibilities listed (e127).
- ii. No weaknesses were found for this sub-criterion.

Reader's Score: 18

Sub

1. Overview Statement

General:

The TRRUE management plan demonstrates a strong foundation for effective project implementation. It emphasizes clarity in roles and responsibilities, adherence to timelines and milestones, formalized partnerships, and collaborative governance.

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) CPP1 will address California's diverse student population, including many underrepresented students of color and English learners. Despite this diversity, the teacher workforce needs more proportional representation from these groups. CPP 1 addresses this disparity by supporting programs that attract, support, graduate, and place underrepresented teacher candidates in high-need schools. The TRRUE project emphasizes providing one year of high-quality clinical experiences for teacher candidates before they become the teacher of record. This hands-on training in high-need schools aligns with best practices for effective teacher preparation and supports the project's goal of enhancing educator diversity and effectiveness (e14-15).

b) CPP1 will be addressed through the diversity in teacher preparation programs. Fresno State, Cal Poly Humboldt, and San Diego State have implemented reforms in their teacher preparation programs to enhance the representation of underrepresented teacher candidates. These reforms aim to remove barriers from admission to placement and classroom retention (e14-15).

Weaknesses:

- a) No weaknesses were found for this sub-criterion.
- b) No weaknesses were found for this sub-criterion.

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 TRRUE project proposal effectively addresses Competitive Preference Priority 2 (CPP 2) for supporting a diverse educator workforce and professional growth. The project focuses on increasing the number of teachers with certification or dual certification in shortage areas. This is crucial for addressing critical shortages in specific subject areas and ensuring that underserved students can access well-prepared educators (e16-17).

Weaknesses:

No weaknesses were found for this sub-criterion.

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) There were no strengths found for this sub criterion.

b) The project incorporates research and data to inform best practices and continuously improve program effectiveness. This includes monitoring and evaluating the impact of teaching practices on student outcomes. Ensuring equitable access to well-prepared teachers is a priority. The project emphasizes culturally responsive teaching practices and inclusive curricula to meet the diverse needs of students (e15).

Weaknesses:

a) The applicant did not provide details on how the program will foster a sense of belonging and inclusion for underserved students (e14-15).

b) There were no weaknesses found for this sub criterion.

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:

CPP 4 is effectively addressed in the TRRUE project through its commitment to promoting educational equity, addressing barriers to entry into the teaching profession, integrating inclusive pedagogical practices, and providing robust support for candidates from recruitment through to professional development and certification. For example, the project examines sources of inequity and inadequacy in educational settings and implements responses. This includes addressing barriers such as subject matter competency requirements for admission into teacher preparation programs. TRRUE supports candidates to meet these requirements through tailored professional learning series and transcript evaluation (e7-8).

Weaknesses:

No weaknesses were found.

Reader's Score: 2

Invitational Priorities - Invitational Priority 1

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

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

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

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

- (f) Require completion of a bachelor’s degree either before entering or as a result of the certification program;
- (g) Result in the satisfaction of all requirements or full state teacher licensure or certification, excluding emergency, temporary, provisional or other sub-standard licensure or certification; and
- (h) Provide increasing levels of responsibility for the resident/ GYO participant/ apprentice during at least one year of paid on-the-job learning/clinical experience, during which a mentor teacher is the teacher of record.

Strengths:

The applicant shows evidence that it has developed the grow your own program in partnerships with LEAs (p. e19) For example, the program is pilot tested in the state and will support registered teaching apprenticeship programs (p. e20). The lessons gained will be a support to developing teacher programs across the state (p. e20).

Weaknesses:

No weaknesses were found for IP1.

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:

Invitation Priorities 2 were not addressed.

Weaknesses:

Invitation Priorities 2 were not addressed.

Reader's Score: 0

Status: Submitted
Last Updated: 07/11/2024 11:26 PM

Status: Submitted

Last Updated: 07/11/2024 08:47 PM

Technical Review Coversheet

Applicant: Tulare County Office of Education (S336S240067)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Evaluation Plan		
1. Evaluation Plan	20	20
Adequacy of Resources		
1. Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	17
Sub Total	100	97
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	1
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	107

Technical Review Form

Panel #8 - TQP Panel - 8: 84.336S

Reader #2: *****

Applicant: Tulare County Office of Education (S336S240067)

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 rationale for the project is based on research that shows that well designed and implemented teacher residency models will benefit districts, schools, and students. The project's residency model will recruit and retain diverse teachers for high needs teaching areas. The residency provides logic model supporting the content and clinical preparation, early career mentoring, and a cohort model of support. The project will also create pathways to leadership making teachers and leaders better prepared, more effective, and responsive to the support needs of students in high need rural and urban schools. The TRRUE project is designed to increase the diversity of educators in high needs schools by providing a co-teaching experience by applying a preservice clinical model guided by a mentor teacher. (Pg. e. 20, 100)

(ii) The projects goals, objectives, and outcomes are clearly specified and measurable. The project has four goals to recruit and prepare highly qualified teacher residents to attain credentials in high demand subject like math, science, English, or special education, graduates will be employed and retained as teacher in high need LEA, increase the number of residents and mentors who matriculate into educational leadership, and develop and sustain project partnerships and institutionalize its residency program model to improved student outcomes. (Pg. e. 38 - 40)

(iii) The project is part of a comprehensive effort to improve teaching and learning and support academic standards for student learning. The applicant completed a needs assessment to determine areas of teacher shortages, determined areas to strengthen the existing teacher program, and conducted a review of teacher of evidence-based practices to design and implement project components. The applicant provides measurable goals, for example, in project year 5, 80% of program completers will be hired in partnering LEA and will complete three consecutive years of employment. (Pg. e. 23, 40)

(iv) The project design reflects up-to-date knowledge from research and effective educational practice. Teacher residency models are demonstrated to increase teacher awareness of diversity and issues of equity and improve teacher perceptions of high-needs schools The model will prepare novice teachers who perceive that they are better prepared to teach, especially in high needs settings through teacher residency programs. Research supports teacher residencies as having a higher retention rate and attracting more diverse candidates for high needs fields. GYO programs have proven

results in building a diverse teacher workforce in the state. The project will support teacher residency in STEM with an emphasis on computer science educators who can create and facilitate STEM+C lessons. (Pg. e. 40)

(v) The project has performance feedback and continuous improvement plan for the project. Data is used to guide decision making, setting goals, and monitoring progress in the project. Data is reviewed on an ongoing basis to determine what project components work best for project participants and determine project effectiveness for continuous improvement. Progress of project implementation will be monitored on an ongoing basis by week, month, and quarter. The Leadership Team will meet weekly to review data, refine activities based on data, and revise policies or procedures to ensure that the project is on track for completion. The IHE and LEAs will work with the project evaluation team to ensure the timely collection of data for data analysis to measure the progress of the project toward its goals and objectives. (Pg. e. 44)

(vi) The project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. The TCOE, SDCOE and HCOE partnerships with LEAs and IHEs in teacher residency programs have resulted in connections in both the LEA and IHE environments to better serve the needs of residents, The project partnerships recognize the power of creating new teacher residency pathways to solve teacher shortages. The project partnerships will ensure that the LEA and IHE will support for mentors and residents to place project residents. The project is designed to build long-term collaborative capacity throughout the partnership with IHE, COE, LEAs, and community. The project's goal is to sustain and grow the residency through partnerships and finding funded pathways in rural and urban high need schools. (Pg. e. 46)

Weaknesses:

- (i) None noted.
- (ii) None noted.
- (iii) None noted
- (iv) None noted
- (v) None noted
- (vi) None noted

Reader's Score: 30

Sub

1. Overview Statement

General:

The project demonstrates a rationale but does not present a Logic model. Project goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable. The project is part of a comprehensive effort to improve teaching and supports students' rigorous academic standards. The design of the project reflects up to date knowledge from research and effective practice. The project has performance feedback and continuous improvement processed in place. The project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

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 methods of evaluation will provide valid and reliable performance data on relevant outcomes. WestEd will collect project data, analyze, and report project performance on relevant project outcomes. The comprehensive evaluation approach is used for project evaluation is aligned to the four project goals and will use both qualitative and quantitative data to produce valid results. The evaluation plan of the project includes performance measures, evaluation questions, methods, and data sources for each project goal. (Pg. e. 47)

(ii) The evaluation methods are thorough and appropriate to the goals, objectives, and outcomes of the project. The proposed data sources will allow the evaluation team to assess if the project is on track with meeting its goals, The evaluation will use program data on the teacher preparation program to assess the project. The project evaluation will include a study of program implementation and methods for continuous project improvement to ensure that implementation is guided by data. (Pg. e. 51)

Weaknesses:

- (i) None noted.
- (ii) None noted.

Reader's Score: 20

Sub

1. Overview Statement

General:

The methods of evaluation will provide valid and reliable performance data on project outcomes. The evaluation methods are thorough and appropriate 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:

(i) The applicant and project partners have adequate support for the project, including facilities, equipment, supplies, and other resources. The applicant will provide support for enrollment qualifications, selecting participants, counselling participants during the application process, and monitoring program enrollment and completion the first four years. In project years 2 to 5, the applicant in collaboration with project partners will provide employment placement, recruiting, and match mentors for program participants. The applicant will provide resources to candidates, LEAs, and IHEs to monitor support and professional development for candidates, mentors, and support through induction and tracking employment performance. The project partners have provided large in kind contributions to support the project's success. (Pg. e. 53)

(ii) The budget will support the project with project costs. The project has a 5-year funding request of \$9,998,520. The project has a cost share of 9,998,520 which results in total costs of \$19,997,040 for the project, services, resources created, evaluation, and research. Each year of the project 97 aspiring teachers will gain credentials and master's degree through the teacher residency program. 97-100 teachers will be trained to be mentors for residents and 90 mentors will pursue National Board Certification. 30 aspiring leaders will matriculate into the administrator pathway. The budget and project partners contributions will achieve project goals, objectives, and outcomes. (Pg. e. 54)

(iii) The applicant and project partners demonstrate that they have the resources to operate the project beyond the length of the grant. The applicant and project partners demonstrated their commitment and there is support from project stakeholders. The project will improve outcomes for many students, around 200,000 diverse students in eleven high need school districts in three regions. Evaluation and research conducted through the project will contribute to the best practices in teacher residency models, recruitment and retention of diverse educators in high need schools and contribute to the development of a sustainable teacher residency program. (Pg. e. 54)

(iv) The applicant demonstrates that they and the project partners have the resources to operate the project beyond the length of the grant. The partners will work to sustain the project after funding ends to ensure that the federal investment for the project will benefit the students, families, schools, and communities beyond the funding period. The project has a sustainability plan including state and local funds to support new teacher positions beyond the grant period. The project partners will work to develop new state and local new community partnerships that will join with existing partnerships with IHEs and other organizations to support the future of the project. Stakeholder support will use leveraged resources to build the capacity of the partnership to achieve the goals and objectives of the project. Contributions of the key project stakeholders will create sustainability beyond the grant period. (Pg. e. 55)

(v) Project partners are relevant and committed to the implementation and success of the project. The following partners have committed their support to the implementation of the project Fresno State, San Diego State, and Cal Poly Humboldt will collaborate to support the teacher residency model. Statewide Residency Technical Assistance Center will be the regional hub for the project. The project is also supported by the National Center on Teaching Residencies, the university teacher preparation, support and professional development for new teachers and leaders. The project residency includes year-long clinical practice, coursework in cohorts, master's degree, strategies for recruiting diverse educators, and promoting equity in student access to resources and opportunities. The IHE partners will plan and develop leadership pathways in years 1 and 2. The IHE partners will attend monthly planning and evaluation meetings, and quarterly Advisory meetings. (Pg. e. 56)

Weaknesses:

- (i) None noted.
- (ii) None noted.
- (iii) None noted.
- (iv) None noted.
- (v) None noted.

Reader's Score: 30

Sub

1. Overview Statement

General:

The applicant and project partners have adequate support for the project, including facilities, equipment, supplies, and other resources. The budget will support the project with project costs being reasonable in relation to the objectives, design, and potential significance of the project. The applicant and project partners demonstrate that they have the resources to operate the project beyond the length of the grant. The partners have an operating model and demonstrate a long term commitment to the project. The project also has a commitment from project stakeholders. Project partners are relevant and committed to the implementation and success of the project.

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 has a management plan to achieve project objectives on time and within budget. The applicant provides a chart listing the project objectives, activities, timeline, and the person responsible for the completion of that activity for each year of the project. The project partners of Fresno State, San Diego State, Cal Poly Humboldt, Humboldt COE, Tulare COE, San Diego COE, along with urban and rural high-need schools will sign Memorandums of Understanding, outlining roles, responsibilities, and allocated resources for the project. (Pg. e. 57, 60)

(ii) The applicant has procedures for ensuring feedback and continuous improvement. The project will be guided by a leadership team that will facilitate program operations and provide a continuous feedback loop for the project. The project director, program managers, IHE representative, evaluator, and district liaison will comprise the leadership team. The leadership team will meet monthly to provide feedback on the project to ensure successful implementation of project components and grant objectives. The project evaluation team will be the project director, program manager, and evaluator who will meet virtually monthly and report at quarterly Advisory Council Meetings. (Pg. e. 58)

Weaknesses:

- (i) The project staff such as the program manager were at .01 for project commitment. This time commitment is low for the project tasks they are to accomplish. (Pg.157)
- (ii) None noted.

Sub

1. Overview Statement

General:

The management plan will achieve the project objectives on time and within budget, The management plan includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The project has procedures for ensuring feedback and continuous improvement in the operation of the project.

Reader's Score:

Priority Questions

Competitive Preference Priorities - Competitive Preference Priority 1

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

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

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

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

Strengths:

(a) The applicant will provide high-quality and comprehensive teacher preparation programs in historically Hispanic institution. The training includes one year of high-quality clinical experience in high-need schools and that supports best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates. (Pg. e. 11,13, 15)

(b) The applicant will reform a teacher preparation program to improve the diversity of teacher candidates. Currently only 20% of teachers are from traditionally underrepresented populations but over half of their students are minorities. The project will use best practices for recruiting, supporting, graduating, and placing underrepresented teacher candidates in the components of the education preparation programs. The TRRUE project leverages the expertise and experience of the educational partnership brings to the project to improve training programs, professional learning, teaching and leading, and improve student outcomes. (Pg. e. 14)

Weaknesses:

(a) None noted.

(b) None 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 project is designed to increase the number of well-prepared, diverse, and effective educators serving students, with a focus on underserved students. Project strategies are based on research linked to using leverage practices evidence-based practices in equity and access for community immersion approaches. This approach involves clinical preparation, and alignment to Common Core State Standards and College and Career standards. The project logic model is grounded in theory aligned to evidence of effectiveness. The project partners have the resources to address issues of lack of access by leveraging current resources and building new partnerships. The project will also be strategic in supporting diverse individuals to become educators and stay in the profession taking on leadership roles that will support other educators of color. The development and implementation of the project will support recruitment, support, and retaining diverse educators to reflect student backgrounds and demographics. The project's Teacher Residency for Rural and Urban Education Project (TRRUE) is based on research on teacher residency programs and will apply best practices in recruiting and retaining diverse teachers for high-needs and hard to staff schools. (Pg. e. 20 - 21)

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:

- (a) Not addressed.
- (b) The project's is using research and evidence based practices for the Teacher Residency for Rural and Urban Education Project (TRRUE). The teacher residency program will recruit and retain diverse teachers for high-needs schools that are hard to staff. The project will create a partnership with a joint approval process between the partnering IHE as the state's teacher licensing agency and the Division of Apprenticeship Standards who will review and approve registered teaching apprenticeship programs. (Pg. e. 19, 20, 21)

Weaknesses:

- (a) Not addressed.
- (b) None noted.

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:

(a) (2, 3, 4) The project's aim is to promote educational equity and adequacy in resources and opportunity for underserved students including equitable access to curriculum and high-quality instruction that advances students skills and knowledge to enter the Apprenticeship Programs for K-12 teachers. Students need to have access to up to date resources in settings that are safe, respectful, and intellectually stimulating. TRRUE program applicants will follow a multi-step admission process that includes recruitment, support, and selection making sure that the candidate meets eligibility requirements. The recruitment process is designed to meet the needs of the applicants and participating partner districts. The project is a collaboration with university and county offices, and program staff. This collaboration will address longstanding barriers to entry into the teaching profession, ensuring subject matter competency before admission to the program has previously posed challenges for aspiring educators. To address this barrier the project will offer professional development courses free of charge for both novice and experienced educators online. (Pg. e. 18 - 19)

(b) The applicant's project is designed to promote educational equity and access to resources and opportunities for underserved students. (Pg. e. 18 - 19)

Weaknesses:

- (a) None noted.

- (b) 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:

- (a) The applicant will provide professional development programs to support elementary educators and school leaders in meeting the needs and experiences of students at kindergarten entry through the early grades. The project will use collaboration for alignment of services, support, instruction, relationships, and data sharing across K-2. (Pg.e.13, 19, 20)

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:

Not addressed

Weaknesses:

Not addressed

Reader's Score: 0

Status: Submitted

Last Updated: 07/11/2024 08:47 PM

Status: Submitted

Last Updated: 07/11/2024 04:37 PM

Technical Review Coversheet

Applicant: Tulare County Office of Education (S336S240067)

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	15
Sub Total	100	95
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	1
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	105

Technical Review Form

Panel #8 - TQP Panel - 8: 84.336S

Reader #3: *****

Applicant: Tulare County Office of Education (S336S240067)

Questions

Selection Criteria - Quality of Project Design

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

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

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

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

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

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

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

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

Strengths:

i. The applicant provides evidence of its rationale through its theory of action, where well-designed residency models can create long-term benefits for schools and students (p. e20). Research citations are given for the project's high leverage practices, including community immersion approaches and alignment to common core standards (p. e21). The rationale includes a thorough logic model, with needs, partners, activities, outputs, outcomes, and evaluation (p. e100).

ii. The goals of the project include to recruit a diverse, qualified workforce in high demand areas, to be retained in a high need LEA, to increase the number of mentors who are trained, and institutionalize its residency program model (p. e38). As evidence of specific measurements, the applicant includes a table with goals, objectives, and measurable outcomes (pp. e38-40). For example, the institutionalization of the residency model will be measured by a program model toolkit, partnership funding and an Advisory Council (p. e40).

iii. The applicant has given ample evidence that the project is part of a comprehensive effort to improve teaching. It will scale the teacher residency model supported by two teaching centers (p. e21). For example, the grow your own program is pilot tested in the state that will support registered teaching apprenticeship programs (p. e20). In addition, the applicant has more than two decades of experience in teacher support (p. e12). It has a history of grants relating to teaching (p. e12). Furthermore, the project is a continuum of teacher and leader preparation where teacher candidates can move eventually to mentor teacher or administrative roles (p. e25).

iv. The applicant provides references to demonstrate that its activities reflect up-to-date knowledge. For example, its support for novice teachers by using mentors and networking has been shown to be effective (p. e42). In addition, increasing teacher awareness of diversity and issues of equity better prepare educators (p. e43).

v. The applicant presents evidence that it will use data to provide feedback in several areas. It will use individual teacher feedback to improve decision-making (p. e44). It will use data of effectiveness so that project partners can better allocate resources (p. e44). Project implementation data will be monitored on a weekly basis, with the leadership team meeting to review and refine activities based on data (p. e44). Finally, the evaluation team will use data to inform the leadership team

of progress toward project objectives (p. e44).

vi. The applicant notes that it will build long-term capacity through the LEA and community partnerships and will replicate the successful elements in order to scale the program throughout the state (p. e46). Locally, capacity will be built in participating LEAs through participating teachers and leaders (p. e46). The applicant has worked in sustainability planning to find ways to maintain the program after federal dollars end (p. e46).

Weaknesses:

i. The applicant provides evidence of its rationale through its theory of action, where well-designed residency models can create long-term benefits for schools and students (p. e20). Research citations are given for the project's high leverage practices, including community immersion approaches and alignment to common core standards (p. e21). The rationale includes a thorough logic model, with needs, partners, activities, outputs, outcomes, and evaluation (p. e100).

ii. The goals of the project include to recruit a diverse, qualified workforce in high demand areas, to be retained in a high need LEA, to increase the number of mentors who are trained, and institutionalize its residency program model (p. e38). As evidence of specific measurements, the applicant includes a table with goals, objectives, and measurable outcomes (pp. e38-40). For example, the institutionalization of the residency model will be measured by a program model toolkit, partnership funding and an Advisory Council (p. e40).

iii. The applicant has given ample evidence that the project is part of a comprehensive effort to improve teaching. It will scale the teacher residency model supported by two teaching centers (p. e21). For example, the grow your own program is pilot tested in the state that will support registered teaching apprenticeship programs (p. e20). In addition, the applicant has more than two decades of experience in teacher support (p. e12). It has a history of grants relating to teaching (p. e12). Furthermore, the project is a continuum of teacher and leader preparation where teacher candidates can move eventually to mentor teacher or administrative roles (p. e25).

iv. The applicant provides references to demonstrate that its activities reflect up-to-date knowledge. For example, its support for novice teachers by using mentors and networking has been shown to be effective (p. e42). In addition, increasing teacher awareness of diversity and issues of equity better prepare educators (p. e43).

v. The applicant presents evidence that it will use data to provide feedback in several areas. It will use individual teacher feedback to improve decision-making (p. e44). It will use data of effectiveness so that project partners can better allocate resources (p. e44). Project implementation data will be monitored on a weekly basis, with the leadership team meeting to review and refine activities based on data (p. e44). Finally, the evaluation team will use data to inform the leadership team of progress toward project objectives (p. e44).

vi. The applicant notes that it will build long-term capacity through the LEA and community partnerships and will replicate the successful elements in order to scale the program throughout the state (p. e46). Locally, capacity will be built in participating LEAs through participating teachers and leaders (p. e46). The applicant has worked in sustainability planning to find ways to maintain the program after federal dollars end (p. e46).

Reader's Score: 30

Sub

1. Overview Statement

General:

The application has an exemplary project design. It has a strong rationale, with goals and measurable objectives, and is part of a comprehensive effort to improve teaching, while including feedback mechanisms and ways to build capacity beyond the life of the grant. It is a comprehensive design.

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 shows evidence that the evaluator is an experienced group that has worked on federal grants, with experience in mixed methods approaches as well as quasi-experimental designs (p. e47). The evaluator will use a quasi-experimental design, which can yield valid and reliable performance data (p. e47). The application discusses teacher outcome variables based on state educator surveys that are reliable and valid (p. e51).
- ii. The evaluator will use a mixed-methods approach to examine objective and performance data (p. e47). It will use a quasi-experimental design to assess teacher outcomes compared to other teacher preparation programs (p. e47). The methods of evaluation are thorough, as evidenced by the table in the application, with evaluation questions, methods, and appropriate sources for each of the goals (pp. e47-50). For example, the goal of increasing the number of mentors in leadership pathways will be measured by the number of mentors who are board certified or become administrators (p. e49). Finally, the evaluation will be grounded in the project's logic model, which is appropriate (p. e51).

Weaknesses:

- i. There were no weaknesses in this area.
- ii. There were no weaknesses in this area.

Reader's Score: 20

Sub

1. Overview Statement

General:

The applicant has shown an exemplary evaluation plan. It is a thorough and feasible plan, with appropriate measures, and will likely produce valid and reliable performance data. It is a comprehensive evaluation plan.

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 application shows adequacy of support for the project. The applicant notes that the project partners have committed multiple funds in excess of six million dollars to the project, and more than two million dollars in in-kind funding (p. e53). LEA partners will provide facilities for the residencies, as well as the use of professional learning support (p. e53). The applicant will also provide in-kind support including curricular materials (p. e54).

ii. The budget narrative contains funds for each of the activities contemplated by the applicant. For example, there are funds for stipends for teacher residents and mentor teachers, which are important parts of the project (p. e259). The budget will support the project that serves eleven high need LEAs (p. e54).

iii. The costs are reasonable in relation to the potential significance of the project. The project will prepare 388 highly-qualified teachers (p. e8). In addition, the project will serve nearly 200,000 students (p. e54). While the applicant does not provide a cost per participant figure, using the total number of educators prepared at 388 (p. e8) and the total budget of \$9,998,520 (p. e54), the cost per participant is \$25,769, which is reasonable.

iv. The application demonstrates the ability to continue the project when federal dollars end. The applicant has more than two decades of experience in teacher support, and served as the grant administrator for several state and federal grants (p. e12). It has made provision to continue the project through a sustainability plan where funds will be reallocated, and in some cases, free toolkits and other resources placed on websites (p. e55). The applicant will also continue to solicit stakeholder support and work with its partners to sustain the project beyond the grant period (p. e55).

v. The applicant has provided evidence of partner support for the project with in-kind funding, as well as matching federal dollars (p. e53). The partners have submitted letters of commitment (pp. e123-147). In addition, the partners have agreed to a sustainability plan to continue the project after the life of the grant (p. e55).

Weaknesses:

i. There were no weaknesses in this area.

ii. There were no weaknesses in this area.

iii. There were no weaknesses in this area.

iv. There were no weaknesses in this area.

v. There were no weaknesses in this area.

Reader's Score: 30

Sub

1. Overview Statement

General:

The applicant has submitted an exemplary resource section. The applicant demonstrates the adequacy of support, an adequate budget, reasonable costs, resource to operate beyond the life of the grant, and demonstrated commitment of all the project partners. It is an excellent resource discussion.

Sub

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 application presents evidence of a management plan. It contains a table with objectives, activities, timelines, person responsible, and year (pp. e59-60). For example, the university partner will initially certify teacher candidates by June 2026 (p. e60). In addition, management of the project will also have an advisory council, with membership from each of the project partners. It will meet quarterly with the project leadership to monitor progress and provide feedback (p. e158).
- ii. The applicant presents evidence that it has feedback mechanisms for continuous improvement. It will link the evaluation process to implementation in order to drive improvement more efficiently (p. e52). For example, the evaluator will have monthly meetings of feedback loops to present the findings of the data collection at partner meetings (p. e52). The project team will continue internal evaluation after federal funding ends to ensure continuous improvement (p. e52). Finally, the Advisory Council will be an additional source of feedback to the project leadership team (p. e158).

Weaknesses:

- i. The key personnel have low levels of time commitment. The project director will be at 0.1 FTE and one of the program managers will be at less than 0.1 FTE (p. e157). Only one program manager will be as high as .65 FTE (p. e157). More time dedication by the key personnel is needed on the project so that it will be completed on time and within budget.
- ii. There were no weaknesses in this area.

Reader's Score: 15

Sub

1. Overview Statement

General:

The applicant has submitted an adequate management plan, with clearly defined responsibilities and timelines, and procedures for continuous improvement. However, the time dedication of key personnel may be too low for successful completion of the project in a timely fashion.

Reader's Score:

Priority Questions

Competitive Preference Priorities - Competitive Preference Priority 1

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

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

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

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

Strengths:

a. The applicant meets this preference priority. The applicant is a qualified institution (p. e13). The grow your own program will alleviate barriers to entry to the teacher candidate program and improve recruitment (p. e19). It will focus on students of color, to remove barriers from graduation, using best practices (p. e15). The project will recruit and prepare teacher residents in the shortage areas of math, science, English, and Special Education (p. e8). The applicant provides evidence that the participant LEAs are high-need, with at least 23% low income students (p. e11).

b. Using its history as evidence for changes, the applicant demonstrates that credentialing program and teacher preparation program will be improved (p. e13). It will continue the university and school district partnerships to improve professional learning and educator preparation (p. e15). By working with younger students of color, the grow your own program will support a diverse workforce and improve retention (p. e19).

Weaknesses:

a. There were no weaknesses in this area.

b. There were no weaknesses in this area.

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 grow your own program will support a diverse workforce, as it connects early with students of color who make up the majority of the LEAs (pp. e14, 19). This includes a new website designed to attract a diverse audience (p. e16). The project will recruit and prepare teacher residents in the shortage areas of math, science, English, and Special Education (p. e8). It will increase the number of teachers, as it will prepare 388 highly-qualified, diverse teachers (p. e11). In addition, the applicant will offer mentors the opportunity of National Board Certification (p. e16).

Weaknesses:

There were no weaknesses in this area.

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. There were no strengths in this area.

b. The application addresses this competitive preference priority. The application shows evidence-based practices for teachers to improve student success (p. e20). In addition, the grow your own program will support a diverse workforce and improve retention (p. e19).

Weaknesses:

a. The applicant does not address the sense of belonging (p. e178). More details are needed to address this preference criterion.

b. There were no weaknesses in this area.

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:

a. The teacher preparation program will include the levels of elementary and secondary schools (p. e8). In order to promote educational equity, the project will use a multi-step admission process to allow for support and monitoring during the recruitment process (p. e17). As another way to increase access, free professional development is offered on the applicant's portal (p. e18).

b. The applicant has used research citations to show that increasing teacher awareness of diversity and issues of equity better prepares educators (p. e43). The applicant considers sources of inequity and has offered several free resources (pp. e17-18). In addition, the project's professional development topics include ways to create an inclusive classroom (p. e18).

Weaknesses:

a. There were no weaknesses in this area.

b. There were no weaknesses in this area.

Reader's Score: 2

Invitational Priorities - Invitational Priority 1

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

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

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

- (a) Be developed with the partner LEA to address the needs of its students and teachers;**
- (b) Use data-driven strategies and evidence-based approaches to increase recruitment, successful completion, and retention of teachers supported by the project;**
- (c) Provide standards for participants to enter into and complete the program;**
- (d) Be aligned to evidence-based practices for effective educator preparation, and include practice-based learning opportunities linked to coursework that address state requirements**

for certification, professional standards for teacher preparation, culturally and linguistically sustaining pedagogies, and the established knowledge base for education, including the science of learning and development;

- (e) Have little to no financial burden for program participants, or provide for loan forgiveness;
- (f) Require completion of a bachelor's degree either before entering or as a result of the certification program;
- (g) Result in the satisfaction of all requirements or full state teacher licensure or certification, excluding emergency, temporary, provisional or other sub-standard licensure or certification; and
- (h) Provide increasing levels of responsibility for the resident/ GYO participant/ apprentice during at least one year of paid on-the-job learning/clinical experience, during which a mentor teacher is the teacher of record.

Strengths:

The applicant shows evidence that it has developed the grow your own program in partnerships with LEAs (p. e19). Students in high school move from tutoring positions to increasing levels of responsibility (p. e19). The grow your own program will alleviate barriers to entry to the teacher candidate program, improve recruitment, support a diverse workforce, and improve retention (p. e19). For example, the program is pilot tested in the state and will support registered teaching apprenticeship programs (p. e20). The lessons gained will be a support to developing teacher programs across the state (p. e20). The applicant has a history of producing candidates who meet state requirements for certification (p. e13).

Weaknesses:

There were no weaknesses in this area.

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:

This invitational priority was not addressed (p. e8).

Weaknesses:

This invitational priority was not addressed (p. e8).

Reader's Score: 0

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