

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

Status: Submitted

Last Updated: 07/15/2024 12:01 PM

## Technical Review Coversheet

Applicant: University of North Carolina at Charlotte (S336S240024)

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

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

# Technical Review Form

Panel #5 - TQP Panel - 5: 84.336S

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

Applicant: University of North Carolina at Charlotte (S336S240024)

## Questions

### Selection Criteria - Quality of Project Design

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

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

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

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

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

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

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

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

#### Strengths:

The applicant has done a thorough job of demonstrating a rationale for this project that very closely meets the needs of the region. The needs of this rural, high poverty area were well-documented. (e72-73) More than fifty percent of the student population live in poverty. Additionally, teacher turnover and attrition rates are higher than the state average with nearly 10% of teachers on emergency or temporary licenses. All the schools receive a grade of C or lower on the State's report card, with two schools failing. (e12-14) The majority of the students in the twelve schools are of color, yet less than 20% of the teachers match that demographic. (e14)

The detailed Logic Model is closely aligned to the needs of the population and LEA and the goals and objectives of the project. (e74-78) Presented in the Logic Model are inputs, activities, outputs, outcomes, and impact. The inclusion of impact in the Logic Model will closely align to the evaluation plan which will evaluate both implementation and impact. Goals were clearly stated and support the documented needs of the population. Three goals will focus on increasing educator diversity in hard-to-staff positions, improving preparation of candidates to better meet the social, emotional, and academic needs of students, and retain a diverse group of educators who are highly qualified and certified in trauma-informed practice. (e12-19) Objectives are measurable and SMART. (e19-22)

The necessary partners are in place to fulfill the goals of certifying the residents to teach and providing professional development in trauma-informed practice. Two LEAs containing 12 high-need schools will welcome the residents while university personnel will provide the training and professional development required for licensure and certification. (e9) This is a comprehensive effort that commenced early on with stakeholders providing input and feedback at multiple stages of the planning process. (e29)

Up-to-date knowledge from research and effective practice is evident in the course outline included in the proposal. An example is the intentional practice in a real classroom of the pedagogy learned in university classes. Additionally, utilizing the research behind the need for training in trauma-informed practice, coursework and residencies will be infused with training in SEL strategies leading to a certificate for both residents and mentor teachers. (e22-29)

Performance feedback and continuous improvement has been evident from the early planning stages of the project. Two examples included in the project as a direct result of stakeholder input are an emphasis on literacy diagnosis and remediation and the certificate in trauma-informed practice. (e29-30)

Sustainability will be built into the project in multiple ways. The certification programs developed for this project can be

utilized for undergraduates and graduate students at the university as an add-on certification program. Additionally, the mentor teachers have the option of also getting the certificate to enhance their future practice. (e31) Other practices begun with this project and sustained in the future will be yearly mentor teacher orientation with paid stipends and testing support for all teacher education candidates. (e31)

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

Goals and objectives are of high quality and SMART. All goals and objectives are closely aligned to the Logic Model and the evaluation structure. The Logic Model shows clear deliverables and intended measurable impacts. There is little doubt that the applicant has put much planning into this project and that it will likely provide the needed goals and proposed impact. The needs of the LEAs and the area's population are clearly addressed in the design of the project. (e12-31; e74-78)

**Reader's Score:**

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

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

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

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

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

**Strengths:**

An experienced outside consulting and evaluation group will be contracted to conduct an independent evaluation of the project. (e32) The evaluation process will incorporate a Utilization-Focused Evaluation that is specifically designed to address stakeholder concerns and needs. The evaluation will provide formative feedback to key personnel regarding the progress of meeting performance goals and summative feedback on the success of project implementation as well as program monitoring and an impact assessment. The evaluation is aligned to the Logic Model and utilized the measurable objectives of the project. (e32-36; e74-78) Many of the instruments used will be previously validated and proven to be reliable measures. (e32-36)

The methods of evaluation are appropriate to the goals, objectives, and outcomes listed in the Logic Model. Evaluation is guided by essential questions directly complimenting the program outcomes that will show ongoing progress and eventually program impact. A detailed table of alignment of evaluation to goals and objectives as well as a timetable for execution was provided. (e37-41) Feedback is ongoing and deliberate.

**Weaknesses:**

No weaknesses were noted.

Reader's Score: 20

Sub

### 1. Overview Statement

#### General:

Goals and objectives are of high quality and clearly aligned to the evaluation plan and the Logic Model. An outside evaluator will be contracted who has high qualifications and ample experience in evaluating both implementation and impact of a large project. Program goals are included and measurable. (e32-36; e74-78; e274-276)

Reader's Score:

### Selection Criteria - Adequacy of Resources

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

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

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

#### Strengths:

The adequacy of the support, including facilities, equipment, supplies, etc. was well-documented. (e41-44) Examples include an established online and affordable residency program with a sound infrastructure, a history of collaboration among the university departments and the LEAs, experience in managing large grants, ample commitment and facility use by the partnering LEAs.

The proposed budget is realistic and adequate to support the goals of the project. A large portion of the budget will be in the form of a substantial living wage to the residents and professional development for mentors and residents. (e44-45) The 100% match is noted as well as the adherence to the 2% administrative cost cap. (e45-46)

The applicant has adequately demonstrated that it has the resources to operate the project beyond the length of the grant. Two important components of sustainability are a full-time education recruiter and well-established undergraduate programs to serve as a pipeline to the residency program. The mentor selection protocol has been structured with the input of partnering LEAs and will be utilized to support mentorship selection and responsibilities post funding. Ongoing tuition assistance is in place to continue to support residents beyond the funding found in this grant. (e46-47)

The applicant specified that each major component of the project is included in their strategic plan. Therefore, both personnel and financial backing are secured. Letters of commitment were included from each of the two districts, the outside evaluator, and the colleges engaged as partners. (e211-217) Each letter provides detailed commitments to the project during the 5-year funding cycle and after. For example, school districts committed to such things as ongoing assistance with selection of participants, hiring residents post-certification, and allowing access to relevant data to aid evaluation. (e211)

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 30**

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

The applicant has provided an acceptable listing of resources. The level of commitment from the LEA's, university, and applicant to implement and sustain this project behind the funding period is high as evidenced by the letters of commitment. The appropriate match was made and there is a commitment to continue recruitment and training to receive licensure and trauma-informed certification in the future. Plans have been well-defined to incorporate the project into the normal operations of the university and the LEAs. Additionally, the applicant has a solid track record of successful completion of grants and contracts. (e41-47; e181)

**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:**

A detailed management plan was provided by the applicant. A timeline, milestones, and indication of responsibility for each goal and objective were showcased in the plan. The plan fostered very aggressive recruitment efforts to help assure participation, especially of individuals of color. (e48-55)

The responsibilities of key personnel were clearly described. Resumes were included for all key personnel and showcased the qualification and education of each. (e11; e79-210) Qualifications and responsibilities were appropriately matched. (e55-57; e79-210)

Feedback procedures are in place that should ensure continuous improvement in the operation of the proposed project. An example of a source of feedback are ongoing meetings with the project direct, evaluator, coaches, and LEA personnel to gain candidate perspectives and determine areas of improvement. (e48-57)

The budget indicates that the 100% match has been exceeded. Included in the contractual section are stipends for mentor teachers, professional development, substitute teacher pay to provide the mentors and residents time to collaborate, and new teacher support. Living wage/tuition payments are reasonable. Recruitment costs are in line with the aggressive recruitment plan provided. (e233-273)

**Weaknesses:**

No weaknesses were noted.

Reader's Score: 20

Sub

### 1. Overview Statement

#### General:

The management plan is thorough and provides little doubt that, if followed, the proposed project will be delivered on time and within budget. (e48-55) The requested funding amount appears reasonable with much of the funding going to the residents to offset living costs, training, and education costs. There are ample resources to support the project. (e233- 234) Feedback procedures are in place at multiple levels to ensure stakeholder and evaluative continuous improvement. (48-57)

Reader's Score:

### Priority Questions

#### Competitive Preference Priorities - Competitive Preference Priority 1

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

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

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

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

#### Strengths:

The applicant has outlined a high-quality program in which candidates will simultaneously take coursework and work in a year-long clinical experience. The program will lead to a master's degree and receipt of teaching licensure and certificates in trauma-informed practice. The intent of the project closely aligns to the needs of the student population and those of the schools. An aggressive recruitment plan, led by a dedicated Education Recruiter, was outlined that will help assure that at least 50% of the 36 residents will be of color, to more clearly match the demographics of the community and schools. (e58-59) This individual will visit schools and hold recruitment events to strengthen the pool of diverse applicants. Additionally, the Profound Niners is a paid undergraduate internship that targets the enrollment of seniors of color. This program provides a significant pipeline activity to resident selection of the future. (e59-60)

#### Weaknesses:

The applicant is not designated as a minority serving institution.

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:**

Competitive Preference Priority 2 is clearly met through the intended recruitment efforts of the applicant. Three cohorts of 12 candidates, with at least 50% teachers of color, will be recruited for the residency program. This percentage is significantly higher than the proportion of teachers of color to students of color that currently exists. (e19-20; e57-58) Residents and mentor teachers will not be receiving a dual certification, but they will have a certification of trauma-informed practice as part of their credentials.

**Weaknesses:**

No weaknesses were noted.

Reader's Score: 3

### Competitive Preference Priorities - Competitive Preference Priority 3

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

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

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

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

**Strengths:**

This project is clearly designed to improve underrepresented students' social, emotional, and academic needs by training residents in trauma-informed and culturally responsive strategies. Thirty-six diverse teacher candidates and their mentor teachers will work in hard-to-staff positions and be trained in trauma-informed care and culturally responsive teaching practices. The intentional recruiting of a diverse population of educator candidates will better match the demographics of the region. Additionally, the professional development of the candidates in trauma-informed care and cultural responsiveness will help meet the demonstrated needs of the students in this rural area. (e8; e15-17; e60)



**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 2**

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

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

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

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

(1) Early learning programs.

(2) Elementary school.

(3) Middle school.

(4) High school.

(5) Career and technical education programs.

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

(7) Alternative schools and programs.

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

**Strengths:**

All twelve rural, high-need schools are elementary schools with high populations of students of color. The applicant has provided evidence that they will be focusing on recruiting minority teacher candidates who are in their final year of undergraduate preparation as residents in these schools. The intent is to promote educational equity and adequacy of resources by training both residents and mentor teachers in trauma-informed and culturally responsive practices. (e14-18; e60) This action is in direct response to the demographic needs of the schools and population.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 2**

**Invitational Priorities - Invitational Priority 1**

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

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

opportunities and registered teacher apprenticeship programs.

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

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

**Strengths:**

There is little doubt that the applicant has put much planning into this project and that it will likely provide the needed goals and proposed impact. The needs of the LEAs and the area's population are clearly addressed in the design of the project. (e12-31; e74-78) Data-driven strategies were included and State licensure standards were evident in the coursework. A required bachelor's degree will be completed prior to the residency. Candidates will be graduate students in an elementary education program and perform residency in the final year of their master's program while receiving a living wage of \$45,000 for the year. (e13-24) Candidates will also commit to teaching in a hard-to-staff position in an identified high-need rural school for three years. The first two years of teaching will be complemented by professional development and induction support. (e22-30) The residents will increase their levels of responsibility during the residency. The applicant is working on a program whereby eligible candidates will be able to be substitute teachers of record during a portion of their residency. (e47-48)

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 0**

**Invitational Priorities - Invitational Priority 2**

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

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

- (a) Intentional collaboration for systemic alignment for continuity of services, supports, instruction, relationships, and data sharing across K-2;
- (b) Effective and intentional transitions into kindergarten and through the early grades;
- (c) Instruction informed by child development and developmentally informed practices;

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

**Strengths:**

The applicant did not address Invitational Priority 2

**Weaknesses:**

The applicant did not address Invitational Priority 2

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 07/15/2024 12:01 PM

Status: Submitted

Last Updated: 07/15/2024 12:34 PM

## Technical Review Coversheet

Applicant: University of North Carolina at Charlotte (S336S240024)

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

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

# Technical Review Form

Panel #5 - TQP Panel - 5: 84.336S

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

Applicant: University of North Carolina at Charlotte (S336S240024)

## Questions

### Selection Criteria - Quality of Project Design

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

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

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

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

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

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

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

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

#### Strengths:

The project, Project TRUSTED adequately reveals the extent to which the proposed project demonstrates a rationale due the presence of a detailed and comprehensive explanation found in subsection and as outlined on the provided Logic model. (pg. e12 and e74-e78).

The goals, objectives, and outcomes to be achieved by the proposed project are clearly, detailed and documented with specified and measurable information within the narrative of the grant and within the provided charts to display that the Project TRUSTED is aligned to be a well implemented project. (pgs. e19-e21).

The proposed project, PROJECT TRUSTED robustly demonstrates that it is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students as evidenced by the number of key partners who are a part of the project and as evidenced by the noted academic standards included within the framework and narrative of the project, which exceptionally demonstrates that it will prepare teacher candidates who are trained in content, pedagogical, and social emotional knowledge. (pgs. e21- e24)

The design of the proposed project, PROJECT TRUSTED thoroughly reflects up-to-date knowledge from research and effective practice as evidenced by the citations, and research presented and shared in the application and throughout the narrative sections (pgs. e22-e24 and e25-e29) including practices and Coursework will be coupled with PD opportunities that align with expectations of PD outlined by the Elementary and Secondary Education Act (pg. e23).

The performance feedback and continuous improvement of the proposed project, PROJECT TRUSTED are thoroughly integral to the design of the proposed project because it adequately provides guiding and next step information for the expected outcomes related to proposals of the grant/project, including obtaining feedback from stakeholders, school partners, and even previous TQP cohorts to promote and assist in continuous improvement. (pgs. e29-e30)

The proposed project, PROJECT TRUSTED is thoroughly designed to build capacity and yield results that will extend beyond the period of Federal financial assistance as evidenced by the presented narrative information that details the sustainability of the grant beyond the federal financial assistance, including institutionalized many of the components of Project TRUSTED within the school district and other features of Project TRUSTED will also remain in place post-funding, for example, the mentor teacher orientation, the testing support and the trauma-informed certification program. (pgs. e31)

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

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

**Reader's Score:**

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

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

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

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

**Strengths:**

The proposed project, Project TRUSTED has thoroughly documented the extent to which the methods of evaluation found within the study that it will utilize to achieve the objectives of the proposed project are both valid and reliable performance data on relevant outcomes pertaining to the project, including using program monitoring, formative feedback, impact assessment. (pgs. e32-e36). The project will also use Culturally Responsive Instruction Observation Protocol, Attitudes Related to Trauma-Informed Care (TIC), Annual reflective interview, and Interview protocols to gain a deeper understanding of the experiences, beliefs, and attitudes of the participants (e35).

The proposed project, PROJECT TRUSTED, has thoroughly documented within the narrative of the grant and in the evaluation subsection, how the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. Additionally, the project provided 5 guiding questions (e37) that will be prioritized and refined throughout the life of the project (pgs. e36-e41). The guiding questions leading the methods of evaluation to ensure a thorough examination of the project's activities, includes examining if the proposed activities have been

implemented as planned and, as a result, if any modifications are needed, the impact of the proposed project on the teacher preparation curriculum, and the impact of SEL components on the ability to meet the needs of students in the schools(e37).

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

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

**Reader's Score:**

**Selection Criteria - Adequacy of Resources**

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

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

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

**Strengths:**

The proposed project, PROJECT TRUSTED does document adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant/lead organization, including the UNC Charlotte Cato College of Education, the College of Humanities and Earth Sciences (CHESS), the School of Professional Studies, and Union County Public Schools (UCPS) and Gaston County Schools (GCS) (pgs. e41-e44)

The proposed project, PROJECT TRUSTED does document and provide evidence within the narrative of the grant

application and the extent to which the budget that it proposes is adequate to support the proposed project - PROJECT TRUSTED. (pgs. e44-e45) and that the The requested \$2.15 million in federal funding will be utilized to recruit and support teacher candidates during initial licensure coursework (e.g., living wage stipend) and again when they become teachers (e.g., coaching support). (pg. e44).

PROJECT TRUSTED does provide details and evidence to support that the associated costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (pgs. e45-e46) and that the Project TRUSTED's program budget is cost-effective, adheres to the 2% administrative cost cap, and provides the required cost-match (pg. e45).

PROJECT TRUSTED; the proposed project adequately demonstrates that it has the resources to operate the project beyond the length of the grant. Additionally, PROJECT TRUSTED provides evidence of letters of support to demonstrate the commitment of partners and provide documented evidence of the commitment of broad support from stakeholders which is critical to the project's long-term success. (pgs. e46-e47)

PROJECT TRUSTED, the proposed project does provide evidence of relevant and demonstrated commitment from partners (Letters of Support) to justify and document stakeholders' support of the pending project and the collaborative success with their two school partners. (pgs. e47-48)

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

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

**Reader's Score:**

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

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

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

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



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

**Strengths:**

The proposed project, PROJECT TRUSTED documented and provided evidence regarding the exceptionality of the management plan to achieve the objectives of the proposed project on time and within budget, including providing evidence of clearly defined responsibilities, timelines, and milestones for accomplishing the project tasks associated with the project - PROJECT TRUSTED, (pgs. e48-e55), including the person(s) responsible for completing them, and each person's commitment to the project. Additionally, as outlined in Table 7, provided in the proposal is the responsibility of task completion that is shared among both UNC Charlotte faculty and our school partners. (pg. 48).

PROJECT TRUSTED, the proposed project documented and presented evidence of detailed information regarding the exceptionality of procedures for ensuring feedback and continuous improvement in the operation of the proposed project, PROJECT TRUSTED. (pgs. e55-57), including the monitoring of project goals by a Program Advisory Committee (PAC) made up of university and school partners. (pg. e55). Additionally, the project noted that it will work with an external evaluator, seek feedback from candidates, mentor teachers, New Teacher Support Coaches to implement an ongoing cycle of feedback and recommendations to improve PROJECT TRUSTED. (pg. e56).

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

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

**Reader's Score:**

**Priority Questions**

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

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

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

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

**(Peer Reviewer please confirm that the proposed partner IHE meets the HBCU, HSI, TCU or other MSI status before points are awarded.)**

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

**Strengths:**

PROJECT TRUSTED, the proposed project, provided exceptional evidence that it focused on designing a high-quality, recruitment, outreach, and teacher preparation program, offering a clinical experience in high-needs schools that incorporated best practices for attracting and supporting underrepresented teacher candidates. (pgs. e58-59) by offering the curriculum instruction online, online boot camps for teacher licensure tests and support seminars (e59).

PROJECT TRUSTED provides documented evidence that it adequately has in place a focused pipeline to ensure underrepresented teacher candidates are represented in the admissions process, placement, and retention as educators. (pgs. e58-59) by employing an Education Recruiter, hosting recruitment events and offering a GPA forgiveness program. (pg. e 58).

**Weaknesses:**

It should be noted that UNC Charlotte is not designated as a Minority Serving Institution.

**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:**

PROJECT TRUSTED exceptionally details a project that is designed to increase the proportion of well-prepared, diverse, and effective educators serving students with teachers holding certification in a shortage area (pgs. e59) by providing customized training to the candidates and their mentor teachers leading to a professional credential in trauma informed instruction and the enhanced ability to implement culturally responsive teaching practices. (e59).

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 3**

### Competitive Preference Priorities - Competitive Preference Priority 3

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

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

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

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

#### Strengths:

PROJECT TRUSTED exceptionally addresses and provides details of how it will foster a sense of belonging and inclusion for underserved students (pgs. e60) by interweaving strategically chosen coursework and PD into a graduate program for elementary school teachers, leading to a license to teach elementary school, a professional certification in trauma-informed instruction, and enhanced ability to implement culturally responsive teaching practices. (pg. e60).

PROJECT TRUSTED exceptionally addresses how it will implement evidence-based practices for advancing student success for underserved students and how it will improve the retention of fully certified educators in high-need schools. (pgs. e60) by providing customized training to the candidates (and their mentor teachers) leading to a professional credential in trauma informed instruction and enhanced ability to implement culturally responsive teaching practices that will allow them to better meet the needs of their racially and culturally diverse students. (pg. e59).

#### Weaknesses:

No weaknesses were noted.

Reader's Score: 2

### Competitive Preference Priorities - Competitive Preference Priority 4

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

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

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

(1) Early learning programs.

(2) Elementary school.

(3) Middle school.

(4) High school.

(5) Career and technical education programs.

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

(7) Alternative schools and programs.

(b) That examines the sources of inequity and inadequacy and implements responses, and that may include pedagogical practices in educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and

**disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.**

**Strengths:**

PROJECT TRUSTED exceptionally demonstrates that it proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students and that it examined the sources of inequity and inadequacy through pedagogical practices in the educator preparation program (pgs. e60), by offering customized coursework and PD that leads to a professional certification in trauma-informed instruction, and an enhanced ability to implement culturally responsive teaching practices (e60).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 2**

**Invitational Priorities - Invitational Priority 1**

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

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

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

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

**Strengths:**

PROJECT TRUSTED provided exceptional details, evidence, and documentation on how it will provide a high-quality GYO program (pgs. e8) for teacher candidates that are preparing to become elementary school teachers and offer them customized coursework and PD that leads to a license to teach elementary school, a professional certification in trauma-informed instruction, and enhanced ability to implement culturally responsive teaching practices. (pg. e60).

**Weaknesses:**

No weaknesses were noted

**Reader's Score:**      **0**

**Invitational Priorities - Invitational Priority 2**

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

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

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

**Strengths:**

Invitational Priority 2 – Not Addressed

**Weaknesses:**

Invitational Priority 2 – Not Addressed

**Reader's Score:**      **0**

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**Status:**                      Submitted  
**Last Updated:**          07/15/2024 12:34 PM

Status: Submitted

Last Updated: 07/15/2024 02:18 PM

## Technical Review Coversheet

Applicant: University of North Carolina at Charlotte (S336S240024)

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

|  | Points Possible | Points Scored |
|--|-----------------|---------------|
| <b>Questions</b>                         |                 |               |
| <b>Selection Criteria</b>                |                 |               |
| <b>Quality of Project Design</b>         |                 |               |
| 1. Project Design                        | 30              | 28            |
| <b>Quality of the Evaluation Plan</b>    |                 |               |
| 1. Evaluation Plan                       | 20              | 20            |
| <b>Adequacy of Resources</b>             |                 |               |
| 1. Resources                             | 30              | 29            |
| <b>Quality of the Management Plan</b>    |                 |               |
| 1. Management Plan                       | 20              | 19            |
| <b>Sub Total</b>                         | 100             | 96            |
| <b>Priority Questions</b>                |                 |               |
| <b>Competitive Preference Priorities</b> |                 |               |
| <b>Competitive Preference Priority 1</b> |                 |               |
| 1. CPP 1                                 | 4               | 2             |
| <b>Competitive Preference Priority 2</b> |                 |               |
| 1. CPP 2                                 | 3               | 3             |
| <b>Competitive Preference Priority 3</b> |                 |               |
| 1. CPP 3                                 | 2               | 2             |
| <b>Competitive Preference Priority 4</b> |                 |               |
| 1. CPP 4                                 | 2               | 2             |
| <b>Sub Total</b>                         | 11              | 9             |
| <b>Invitational Priorities</b>           |                 |               |
| <b>Invitational Priority 1</b>           |                 |               |
| 1. IP 1                                  | 0               |               |
| <b>Invitational Priority 2</b>           |                 |               |
| 1. IP 2                                  | 0               |               |
| <b>Sub Total</b>                         | 0               |               |
| <b>Total</b>                             | 111             | 105           |

# Technical Review Form

Panel #5 - TQP Panel - 5: 84.336S

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

Applicant: University of North Carolina at Charlotte (S336S240024)

## Questions

### Selection Criteria - Quality of Project Design

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

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

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

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

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

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

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

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

#### Strengths:

- The proposed project will build capacity for trauma-informed and culturally responsive instruction through the clear, aligned goals and outcomes throughout the plan (e12-19).
- The logic model and supporting data provide the foundation for the clear goals and outcomes (e12).
- The plan for recruitment will lead to increased numbers of teachers of colors by drawing from multiple, previously untapped pools of potential teachers (e14, 25-26).
- The residency program will lead to an increase in licensed teachers in the rural districts by building in edTPA help (e18).
- The residency and mentor training will build capacity for teachers to respond to classroom needs by integrating trauma-invested care in education (e12-18).
- The strong, continuing partnerships with districts and the School of Professional Studies will help the project team lead a successful project to completion over the grant cycle (e25).
- The feedback and improvement cycle will yield regular results through the internal support for data collection (e28) and examples of previous responses to feedback from stakeholders (e29-30).
- The project will be sustainable because of the long-term funding opportunities for mentor stipends and the ongoing offering of a certificate in trauma-informed education (e31).

#### Weaknesses:

- The applicant identifies multiple data collection points for continual improvement; however, with no assigned leader for each piece of data to implement continuous improvement, data collection could lead to no changes for progress (e28).
- The induction program is already established and has proven to be a support for new teachers; however, it does not address how the new tenets of trauma-invested care will be woven into the existing structure to support application of this new emphasis (e28).

**Reader's Score: 28**

**Sub**

**1. Overview Statement**

**General:**

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

**Reader's Score:**

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

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

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

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

**Strengths:**

- The methods of evaluation will yield reliable data because of the use of the independent evaluation firm selected (e32).
- The methods of evaluation will yield valid data because of the use of an outside evaluation firm, EPRE Consulting LLC, following Patton and Campbell-Patton's (2020) Utilization-Focused Evaluation, using both formative and summative evaluations (e32). The inclusion of both types of evaluation will provide thorough data for stakeholder decisions.
- The evaluation plan is thorough and feasible due to the outlining of clear protocols (e33-36).
- The evaluation plan is appropriate because it is aligned to the project goals (e36-41).

**Weaknesses:**

None

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

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

**Reader's Score:**

**Selection Criteria - Adequacy of Resources**



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

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

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

### Strengths:

- The project will have adequate resources for the proposal through the support from university and community partners (e41-44). Cato College of Education has an established online residency program to support residency growth, and two other colleges in the university partner with them to provide student learning supports.
- The residency curriculum will lead to increased student learning due to the literacy instruction supports in place and included in the budget (e42).
- The project will be successful in providing for residency students and mentor teachers by including adequate costs for supporting stipends (e44).
- The project will run successfully for the length of the grant award by following the budget's reasonable costs with clear explanations (e45).
- The partner commitments will sustain the program with supports in place that will remain post-award (e46).

### Weaknesses:

- The applicant identifies multiple sustainable resources; however, the lack of ability to continue with stipends post-award is not clear and that lack of financial support would lead to a less sustainable program (e44).

**Reader's Score: 29**

### Sub

#### 1. Overview Statement

##### General:

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

**Reader's Score:**

## Selection Criteria - Quality of the Management Plan

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

The Secretary considers the quality of the management plan for the proposed project. In

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

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

**Strengths:**

- The management plan will result in successful milestones for recruitment of diverse candidates through the named responsible parties in a clear, aligned table (e48-55).
- The management plan will result in successful milestones residency and graduate placements by making clear deadlines and involving stakeholders, as delineated in the timeline table (e48-55).
- The management plan will result in successful milestones for trauma-informed teaching and learning through continuous monitoring by leaders and providing those leaders time to the work as explained in the management table (e48-55).
- The management plan will lead to continuous improvement by implementing the list of who is in charge of managing different types of feedback about all aspects of the project, from recruitment through induction, with the leadership provided by the Program Advisory Committee (e55-57).

**Weaknesses:**

- However, the management plan lacks a timeline for proposed feedback times and regular meetings for making improvements; this can lead to oversight of applying gathering and communicating feedback for continuous improvement (e55-57).

**Reader's Score: 19**

**Sub**

**1. Overview Statement**

**General:**

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

**Reader's Score:**

**Priority Questions**

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

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

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

- (a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under part B of title III and subpart 4 of part A title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 502 of the HEA), Tribal Colleges and Universities (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under title III and title V of the HEA) that**

include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates. (2 pts) (Peer Reviewer please confirm that the proposed partner IHE meets the HBCU, HSI, TCU or other MSI status before points are awarded.)

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

**Strengths:**

- The recruitment plan will lead to increased enrollment of diverse educators by removing barriers for teacher candidates to enroll in the EPP, including a GPA forgiveness program and licensure test boot camps (e59).
- The comprehensive structure of the program will lead to increased retention of diverse teachers by preparing them for trauma-informed classrooms so they have the skills they need to work in schools with high numbers of students who have experienced trauma (e12-19)

**Weaknesses:**

- The project applicant is not an HBCU, HSI, TCU, or other MSI, and is not partnered with one.

**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 comprehensive structure of the program will lead to increased retention of diverse teachers by preparing them for trauma-informed classrooms so they have the skills they need to work in schools with high numbers of students who have experienced trauma (e57).
- The comprehensive structure of the program will lead to increased numbers of teachers serving underserved students by focusing on preparing teachers for rural areas (e57).

**Weaknesses:**

None

**Reader's Score: 3**

**Competitive Preference Priorities - Competitive Preference Priority 3**

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

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

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

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

**Strengths:**

- The project will improve students' development by preparing residency teachers with a certificate in trauma-informed care (e60).
- The project will advance student success by revising the residency curriculum to include culturally responsive teaching (e60).

**Weaknesses:**

None

**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 program will promote educational equity in elementary schools by preparing residents to teach in rural areas (e60).
- The program will increase teacher capabilities to support student learning by preparing dual-licensed, trauma-trained teachers (e60).

**Weaknesses:**

None

**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:**

**Weaknesses:**

**Reader's Score:**

**Invitational Priorities - Invitational Priority 2**

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

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

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

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

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

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

**Strengths:**

**Weaknesses:**

**Reader's Score:**

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**Status:** Submitted

**Last Updated:** 07/15/2024 02:18 PM