

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

Status: Submitted

Last Updated: 07/12/2024 01:58 PM

## Technical Review Coversheet

Applicant: Regents of the University of Minnesota (S336S240007)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	18
<b>Adequacy of Resources</b>		
1. Resources	30	28
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<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	4
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	3
<b>Competitive Preference Priority 3</b>		
1. CPP 3	2	1
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	1
<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	105

# Technical Review Form

Panel #1 - TQP Panel - 1: 84.336S

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

Applicant: Regents of the University of Minnesota (S336S240007)

## 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:

Gen Apprenticeship to address barriers with recruitment, preparation, support and retainment of a diverse undergraduate teacher candidate population in the shortage area of special education. This will address discrepancies between the percentage of students of color in relation to the percentage of teachers of color, with 2020-2021 data showing 84% of new teachers identifying as white as well as a third of new teachers leaving teaching within the first five year, further complicated in high-need LEAs (page e11-e14)

(i) The applicant has provided a logic model for the NXT GEN Teach Apprenticeship with stated problem and logic statement, and strong alignment between activities, specific outputs, outcomes, and a statement of impact which supports the planning, evaluation, implementation, communications, and overall success of the program (page e91-e92).

(ii) The proposed four goals of the NXT GEN Teach Apprenticeship are clear and concise, addressing teacher diversity and shortage areas, barriers, teacher retention and student achievement, with objectives that are specific and measurable giving guidance and focus for everyone involved and will allow for more accurate monitoring and adjustments to strategies if needed (page e42-e43).

(ii) To support achieving the proposed project goals, a Management Plan for Responsibilities and Timelines has been included which states the activities, timeline, milestone, and responsible party for each of the goals 1-4, which will increase the likelihood that the project goals are met (page e389-e391).

(iii) The proposed project is part of a comprehensive effort to improve teaching and learning through the use of a full-time Navigator to support candidates by providing coaching and feedback to candidates and school personnel and relating coursework to related instruction at a minimum of once a month for two years, as well as host induction seminars, which will build confidence while building reflective practice through regular feedback sessions (page e23).

(iii) The applicant will provide Journey Workers to support high-quality preservice clinical experiences in partner LEA's, as well as complete training to follow the co-teaching model with a gradual release of responsibility during student teaching

to improve teaching and learning (page e26).

(iii) The proposed project includes rigorous coursework to address development of critical skills for special education teachers, with topics and activities being aligned with standards as well as requiring a B- average in each licensure course (page e27, e37, e291-e301).

(iv) The design of the proposed project reflects up-to-date knowledge from research and effective practice by recruiting candidates from populations that are more reflective of the communities from which they come from and creating more equitable and accessible pathways to teacher preparation, the project is moving towards a more equitable academic outcome for students of color (page e30).

(iv) The proposed coursework supports teachers with using evidence-based practices in their practice, and is designed for teachers to make informed, data-based instructional decisions including the principles of universal design for learning and positive behavior interventions )page e33).

(v) The applicant utilizes annual cycles of improvement to support candidate skills and knowledge through assessment of professional dispositions, course completion progress and grades as well as a rating scale on performance. Data will be aggregated annually and shared with the NXT GEN Apprenticeship Advisory committee and Implementation Team to monitor short term objectives and determine necessary changes. Feedback will also be given to candidates with an action plan being developed as needed to support (page e37-e38).

(v) The proposed project will provide surveys to candidates as they exit the program and after the first year of teaching, as well as a survey to school principals or supervisors, with data being shared with LEA partners and NXT GEN Teach Apprenticeship advisory committee to support continuous improvement and program evaluation (page e38-e39).

(vi) The proposed project will establish a pathway of qualified teachers prepared to work in high need setting while building long-term capacity of LEA's to retain those new teachers will save money in the long run (page e40).

(vi) The applicant plans to build on partnerships examine alternative ways to support the NEXT GEN Teach Apprenticeship financially in order to build capacity and yield results that will continue beyond the period of federal financial assistance (page e41).

**Weaknesses:**

No weaknesses noted

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

Overview: The projects design is exceptional in addressing the elements of the selection criteria. It is exceptional in its demonstration of a rationale, and the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. It is exceptional in the extent which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students, as well as reflects up-to-date knowledge from research and effective practice. It is exceptional in the extent that performance feedback and continuous improvement are integral to the design as well as its ability to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Sub

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 Associate Director of Effective Practices and Evaluation to support the evaluation and facilitate the timely use of data, ensuring that the methods of evaluation are valid and reliable (page e41-e42).

(i) The evaluation timeline provided by the applicant's proposal gives detailed implementation of evaluations including a timeline for the evaluation to take place as well as how and what data will be collected, organized, and analyzed as well as personnel involved, demonstrating effectiveness in providing reliable performance data on the relevant outcomes (page e385-e388).

(i) The design of the project includes a developmental mix-methods evaluation approach with prioritization of discussing formative findings regularly and integrated in the program design and delivery up to twice a year, ensuring successful achievement of project objectives (e47).

(ii) A conceptual model of data use for equity will be utilized as a way to use data for gaining information, making decisions, and gathering data to determine impact of implementation of program goals which will support understanding if the data is reliable for program evaluation (page e393).

(ii) The applicant plans to gather formative and summative data to measure the project's goals, objectives and outcomes, utilizing both quantitative and qualitative data sources which will allow for a deeper understanding of the impact of the project on goals and outcomes to ensure successful implementation of the plan. (page e42-44).

(ii) The applicant proposes that the evaluation process will involve engaging a variety of stakeholders from both the university as well as the LEA to gain insight into the methods of evaluation, drawing on a variety of experiences to inform the proposed project (page e37-e38).

#### Weaknesses:

(ii) The applicant has provided data sources but has not provided a description of the methods that will be used on data that has been collected to be analyzed which makes it difficult to know if appropriate evaluation data will be provided (page e42-e44).

Reader's Score: 18

Sub

### 1. Overview Statement

## Sub

### General:

Overview: The quality of the evaluation plan is adequate in addressing elements of the selection criteria. It provides an exceptional discussion on the extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes as well as an adequate discussion on the extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, 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:

- (i) The applicant has an alignment to the UMN's strategic plan as well as commitment from UMN with the creation of the NXT GEN Teach Director as a cost sharing, in-kind match to demonstrate the applicant's support of the work (page e48-e49).
- (i) The project's ability to quickly leverage current partnerships and programs which include highly ranked departments within the college, will allow for implementation of the plan in less than six months demonstrating adequate support (page e49).
- (i) The applicant has provided a letter of in-kind support to match the investment of the project from the Special Education program as well as access to a variety of resources provided by the applicant organization including the Digital Education and Innovation Team, One Stop, UMN Library System, Center for Writing, OED, DRC, Red Folder Toolkit, and BIPOC Mental Health Collective which all will support teacher candidates with being successful in the journey (page e51-e54, e162-e165).
- (ii) Included by the applicant is a narrative that justifies the non-Federal matching funds anticipated for the project and represents in-kind matching from LEA's, outside organizations, as well as the university supporting the adequacy of the budget to meet project goals (page e214).
- (ii) The applicant has provided a detailed breakdown of anticipated expenses related to the project as well as a rationale to support successful implementation, and includes realistic estimates as well as funding sources, demonstrating consistency with the goals of the project, such as increased travel funds to cover participants from three different University of Minnesota campuses (page e400-e420).

(iii) The project will provide a stipend of \$2000 per Journey Worker per year to compensate for the significant amount of time the individual will spend training, meeting, and gives value to the importance of the role in which success of the program will depend on (page e57,e418).

(iii) The proposed budget demonstrates the commitment of the university and the value that the lasting effects related to reform of the program will have, including recruitment, preparation, support, development, and retainment of diverse undergraduate teacher candidates and potential significance to the teacher training program experience (e56).

(iv) The applicant has demonstrated support from partners and stakeholders evidenced by letters of support from the University of Minnesota, College of Education and Human Development, Department of Educational Psychology, University of Minnesota Twin Cities, University of Minnesota Deluth Campus, University of Minnesota Morris campus, Richfield Public Schools, Columbia Heights Public Schools, Hopkins Public Schools, Minnesota Department of Education, School District 622, CAREI, and Office of Undergraduate Education, highlighting the collaboration and partnerships and mutual commitment to the project's success (page e159-e190).

(iv) The applicant is currently supporting several grant scholarship opportunities, such as MN Dept of Education Grow Your Own and North Star, specifically for special education candidates which will be investigated and applied to candidates or the program with the help of the advisor, increasing the ability to create a diverse workforce by removing financial hardship (page e31).

(v) The applicant has provided details on partnerships and collaborations as well as provided letters of support and outlined the financial commitment to the project through matching funds and in-kind support increasing success of the project (page e48-e55, e159-e190, e403)

(v) The proposed project includes letters of support from partners in the project which communicate their level of commitment and trust, excitement, as well as addressing difficulties with attracting and retaining qualified teachers supports the partners belief in the program and ability to grow the capacity of teachers (page e174-e182).

**Weaknesses:**

(iv) While the applicant has provided details on partnerships and collaborations it mentions that during the grant period the university will also examine alternative ways to support NXT GEN Teach Apprenticeship financially which indicates that there is not currently a plan or resources to operate the grant beyond the period of funding (page e40).

**Reader's Score: 28**

**Sub**

**1. Overview Statement**

**General:**

Overview: The project demonstrates adequacy of resources in exceptional ways. It is exceptional in its description of the adequacy of support, and extent to which the budget is adequate to support the proposed project, as well as the extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant. The project is exceptional in the extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. It is adequate in demonstrating it has the resources to operate the project beyond the length of the grant and exceptional in the demonstrated commitment of each partner in the proposed 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 provided detailed descriptions of key staff including responsibilities within the project, as well as including resumes and job descriptions to support the ability of accomplishing project tasks, including an implementation team that will meet every eight weeks to assess and manage program needs, as well as an advisory committee that will meet quarterly to make high-level program decisions (page e58-e65, e94-e158).

(i) The applicant includes a detailed timeline and responsibilities chart highlighting timelines for specific deliverables from all key partners and stakeholders involved in the project, outlined for all goals of the grant which supports successful implementation of the project (page e389-e391).

(ii) The project will have short-term objectives monitored by an Advisory Committee and Implementation Team made up NET GEN Teach team members, University representatives, and partner LEA representatives, will meet quarterly and are responsible for guiding high-level programmatic decisions and continuous learning and improvement (page e65-e66).

(ii) The project includes a planning team that will work with a variety of stakeholders once a month to plan all aspects of the apprenticeship model, an implementation team to meet every eight weeks and assess needs as well as data collections, as well as an advisory committee to meet quarterly and guide high-level programming decisions, all of which together will serve to provide feedback and continuous improvement to the operation of the project (page e65-e66).

#### Weaknesses:

No weaknesses noted

**Reader's Score: 20**

#### Sub

##### 1. Overview Statement

#### General:

Overview: The application demonstrates a quality of management plan in exceptional ways. It is exceptional in the adequacy of the plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project asks as well as exceptional in the adequacy of procedures for ensuring 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:

a. The program will include intentional outreach by the recruiter to communities of color through a variety of media modes (page e19).

b. The proposed project includes intentional efforts to select individuals who most represent the projects goals and objects through one-on-one enrollment meetings and a joint interview and selection process (page e19).

(a) and (b) The applicant plans to recruit 60 undergraduate students currently working in high-need schools, 70% of which are candidates of color (page e16).

#### Weaknesses:

No weaknesses 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 plans to implement innovative practices as well as create a hybrid course plan to complete the program in two years, to ensure underrepresented candidates are fully represented in the Academic Behavior Strategies and Early

Childhood special Education licenses (page e12 and e15).

The applicant proposes that candidates in the NXT GEN Teach Apprenticeship will not be required to leave their current position during the 12 weeks of required student teaching to help ease the financial burden (page e15).

Through implementation of the program's objectives, candidates will engage in two year-long field experiences with coaching, modeling, and co-teaching as well as provide induction support for new teachers, to support building effective educators (page e17).

The applicant proposes to create a new coordinated pathway across the three UMN campuses to support and equip teaching candidates with skills to meet Minnesota state certification and licensure requirements in a shortage area (page e20).

**Weaknesses:**

No weaknesses noted

**Reader's Score:** 3

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

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

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

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

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

**Strengths:**

a. Through participation in the BIPOC Mental health Collective, participants meet monthly to foster communication in topics related to mental health to support fostering a sense of belonging and inclusion for underserved students (page e54).

a. The applicant will host one induction seminar per semester which will support healthy social emotional needs through layered mentoring which includes mentoring and support, as well as a social gathering, fostering a sense of belonging (page e21 and e29).

**Weaknesses:**

b. Though the applicant mentions that UMN faculty have expressed interest in ways to increase representation of multiple perspectives within the course work the practices, policies, and opportunities are not yet implemented, and thus lacking in fostering a sense of belonging (page e30).

Reader's Score: 1

#### Competitive Preference Priorities - Competitive Preference Priority 4

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

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

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

(1) Early learning programs.

(2) Elementary school.

(3) Middle school.

(4) High school.

(5) Career and technical education programs.

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

(7) Alternative schools and programs.

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

#### Strengths:

The applicant has a commitment to recruitment and retainment of teachers of color to support equitable academic outcomes for students of color in shortage areas of early learning programs and special education (page e30).

#### Weaknesses:

The proposed project suggests that it will incorporate practices to support each partner's commitment to equity, but does not have a well-developed plan for addressing policies, practices, and educational opportunities (page e30).

Reader's Score: 1

#### Invitational Priorities - Invitational Priority 1

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

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

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

(a) Be developed with the partner LEA to address the needs of its students and teachers;

(b) Use data-driven strategies and evidence-based approaches to increase recruitment,

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

**Strengths:**

The applicant proposes to establish a GYO and Registered apprenticeship program for K-12 teachers through a partnership with high-need LEA's through an existing pool of teacher candidates who would increase the diversity of the teaching workforce, without losing income during student teaching and financial assistance up to \$7,500. Through the implementation of coursework that utilizes evidence-based practices such as coaching, modeling, and co-teaching, as well as a full-time recruiter identifying eligible candidates, the GYO program and registered apprenticeship will be executed (page e11, e14-e15, e17-e18).

The applicant plans to gather formative and summative data to measure the project's goals, objectives and outcomes, utilizing both quantitative and qualitative data sources which will allow for a deeper understanding of the impact of the project on goals and outcomes to ensure successful implementation of the plan. (page e42-44).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 0**

**Invitational Priorities - Invitational Priority 2**

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

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

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

**Strengths:**

**Weaknesses:**

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 07/12/2024 01:58 PM

Status: Submitted

Last Updated: 07/12/2024 03:18 PM

## Technical Review Coversheet

Applicant: Regents of the University of Minnesota (S336S240007)

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	19
<b>Adequacy of Resources</b>		
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<b>Quality of the Management Plan</b>		
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<b>Competitive Preference Priorities</b>		
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<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	2
<b>Competitive Preference Priority 3</b>		
1. CPP 3	2	1
<b>Competitive Preference Priority 4</b>		
1. CPP 4	2	2
<b>Sub Total</b>	11	8
<b>Invitational Priorities</b>		
<b>Invitational Priority 1</b>		
1. IP 1	0	0
<b>Invitational Priority 2</b>		
1. IP 2	0	0
<b>Sub Total</b>	0	0
<b>Total</b>	111	102

# Technical Review Form

Panel #1 - TQP Panel - 1: 84.336S

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

Applicant: Regents of the University of Minnesota (S336S240007)

## 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 proposed program will meet the needs of the partnerships and achieve long-term success by clearly and consistently aligning the partnership needs (e.g., recruiting paraprofessionals to become Applied Behavior Specialists or early childhood special education teachers) to objectives and outcomes with exceptional detail (pages e16-29, e91-92, e389-391 and e392). The exceptional rationale and logic model provide a solid foundation for creating a comprehensive design that supports partner districts' needs.

ii. The proposal exceptionally describes a design that will improve diverse educator recruitment by providing evidence about how and to what extent they will clearly align objectives and activities to the needs to prepare teachers with ABS or ECSE qualifications (pages e16-18). The design will foster collaboration between the program and the district, leading to stronger local support for education initiatives while improving teacher shortage areas in ABS and ECSE.

iii. The proposed program will improve instruction and increase the number of effective diverse educators by providing extensive discussion about the integration of rigorous academic PELSB Standards for Teachers of Special Education and Standards of Effective Practice and Core Skills for Teachers of Special Education in coursework and clinical experiences (pages e16, e32-33, e37-38). The implementation of rigorous academic standards along with effective practices will improve instruction.

iv. The proposed design will improve instruction and candidate success with the exceptional evidence of effective practices like PBIS and CEEDAR (High leverage) practices integrated into the reform efforts (pages e32-37). The extensive description of how and to what extent these research practices are implemented will provide candidates with opportunities to reflect and adjust their teaching methods and will likely impact teacher candidate outcomes.

v. The program will improve the performance and success of candidates by providing extensive and regular performance feedback through layered mentoring and a special Navigator that will coach candidates (pages e17, e22, e26-28, and e37-45). These intentional and regular opportunities will allow candidates to reflect and adjust those practices leading to steady progress and success.

vi. The program will improve the capacity of partnerships and be able to sustain the proposed project with a consistent vision and substantial description of an apprenticeship model (pages e40-41, e57). The design infuses capacity in each phase (recruitment, preparation, clinical experiences, and induction) of the NEXT GEN apprenticeship program

providing a more targeted and effective support system for teacher candidates throughout their training.

**Weaknesses:**

There were no weaknesses found.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The application addresses the quality design criteria with exceptional detail in several areas, particularly providing evidence of clear needs for the program, a logic model, academic standards, and performance feedback opportunities. In addition, the exceptional design included capacity building activities to promote continuous improvement. Thus, the project meets the exceptional criteria with substantial evidence to support the project's potential impact and sustainability.

**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 proposed program will provide an exceptional and accurate assessment of project progress by using an external evaluator (i.e., Center for Applied Research and Educational Improvement; page e41) who will implement a valid and reliable evaluation plan using formative, and summative assessments that are valid. In addition, a timeline that includes faculty and partner responsibilities related to accuracy checks and other evaluation processes was planned (pages e385-388) and will ensure the program's effectiveness is measured accurately and consistently, providing trustworthy data for decision-making.
- ii. The proposed evaluation will collect data that is relevant to the project goals and objectives by including evaluation activities that appropriately address qualitative and quantitative methods addressing general, federal, and higher education agency measures (pages e41-48, e66) The varied assessments discussed are feasible for the mixed methods proposed and will impact the evaluation accuracy and replication.

**Weaknesses:**

- ii. The applicant provided adequate information about evaluation based on the goals of the project (pages e42-43). However, the limited discussion does not explicitly show alignment between the list of measures, program objectives, and methodology. Therefore, the appropriateness of the assessments and methods is difficult to determine.

**Reader's Score: 19**

**Sub**



Sub

1. Overview Statement

**General:**

The applicant provides an adequate quality evaluation plan for the UDTR project. The proposed program has exceptional evidence supporting valid and reliable methods. Thus, the proposed evaluation plan demonstrates areas needing growth and may not provide accurate program evaluation. Therefore, growth areas exist and may not provide the accurate evaluation needed to support continuous improvement.

**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 will be able to implement the project with the exceptional faculty experience evidence and the relevant commitment of multiple support from UMN, project faculty, and system-wide partnerships (pages e52-54, e389-391). The descriptions of the resources provided ensure implementation success.
- ii. The proposed project adequately improves implementation feasibility by including a reasonable budget summary and narrative consistent with the goals and objectives of the project (pages e400-430). The sufficient resources described will support and maintain project implementation.
- iii. The program will be easily maintained by providing adequate evidence of reasonable personnel, contractual, and supply costs within the budget and budget narrative (pages e400-430). The consideration of reasonable costs will ensure immediate project outcomes can be achieved.
- iv. The proposed program will adequately build capacity by redirecting costs for ineffective practices, advocating for funding streams using program data, and braiding existing funding sources applicant provided post-grant activities in the program evaluation (page e57). The consideration of future funding sources will ensure project outcomes can be achieved and sustained.
- v. Finally, the proposed program adequately establishes a sustainable partnership plan by utilizing Design Academy to facilitate partners in developing a shared vision (page e55), describing roles and commitment from each key partnership (pages e159-173), that showed alignment of that support with budget information from partners (pages e164, e168, e170-171, e173, e176, e179, and e182). Descriptions of commitment in the support letters from multiple partners demonstrate an appropriate commitment to the project's success.

**Weaknesses:**

- ii. The proposed project adequately describes activities and costs needed to implement the project in alignment with the goals and objectives of the project (pages e400-430). However, limited discussion providing evidence of alignment between costs, activities, objectives, and outcomes may impact implementation negatively.
- iii. The program provides adequate evidence of reasonable personnel, contractual, and supply costs within the budget and budget narrative (pages e400-430). However, the limited evidence provided does not reflect a comprehensive selection of resources.
- iv. The proposed program adequately discusses plans to build capacity by redirecting costs for ineffective practices, advocating for funding streams using program data, and braiding existing funding sources applicant provided post-grant activities in the program evaluation (page e57). However, limited evidence describing how and to what extent the reasonable costs would impact program implementation.
- v. The applicant adequately establishes sustainable partnerships and identified post-grant activities in the program evaluation (pages e56-58). However, limited discussion exists about how NEXT GEN will leverage resources after funding is critical to the project's long-term success.

**Reader's Score: 26**

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

Overall, the application demonstrates adequate support and resources for the proposed project. The proposed program provided an extensive description of support related to the facilities, equipment, supplies, and other resources as well as partnership commitments and roles. The applicant identifies adequate and reasonable support within the budget to address the project's long-term sustainability with adequate evidence of support beyond the funding period. However, growth areas were identified and may indicate resource or cost inadequacies.

**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 program will conduct activities in a timely manner with shared responsibilities among stakeholders by including an adequate management plan with substantial evidence regarding the management staff and their roles (pages e58-64). In addition, the management plan included a timeline containing milestones consistent with the goals of the project (page e389). The clearly assigned responsibilities help team members know exactly what's expected, reduces confusion, and improves project performance.
- ii. The proposed program will improve the performance and satisfaction of the candidates and partners by including multiple references regarding feedback opportunities along with evidence for how the partner stakeholders would continuously communicate (pages e17, e20, e23, e25, e26-28, e37-39, and e61-62). The description of feedback reflects

frequent feedback that is built on trust and creates a culture of learning and growth.

**Weaknesses:**

ii. The applicant adequately discussed that feedback would occur (pages e22, e24, e36, e41-43, e47, e51, e55, e83, e115-132). However, discussion and evidence exist describing procedures for sharing all needs, concerns, and celebrations across partnerships outside the advisory board meetings where a program evaluator provides reports and presentations and may not promote a successful partnership.

**Reader's Score: 19**

**Sub**

**1. Overview Statement**

**General:**

Overall, the application includes an adequate quality management plan to support the implementation of the proposed project. Specifically, the proposed program provided exceptional information regarding the management staff responsibilities, and a timeline containing milestones aligned to goals and objectives. The proposed feedback opportunities include adequate discussion about the feedback processes partner stakeholders will engage in together to ensure continuous improvement. Thus, growth areas were identified related to sufficient feedback processes that may impact a successful implementation.

**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:**

i. The applicant provides an exceptional description of NEXT GEN's design to provide a high-quality comprehensive teacher preparation program that partners with a minority serving institution (University of Minnesota, page e88) and three current high-needs school district partners with approximately 4 partner schools in each (pages e81-

83). The evidence of partnerships demonstrates a focused local implementation that will impact and improve the diverse workforce.

ii. This application adequately describes the need for special education teachers (page e81). In addition, the application describes how the NEXT GEN program will provide a high-quality one-year clinical experience (pages e12, e17, e20, e24). Finally, the applicant describes in detail the reform efforts they will take to address the student barriers of time, money, and complex systems (pages e15-16). The clinical experience provides teacher candidates with valuable hands-on training, better preparing the effort to align content across education systems.

**Weaknesses:**

There were no weaknesses found

**Reader's Score: 3**

**Competitive Preference Priorities - Competitive Preference Priority 2**

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

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

**Strengths:**

The application provided an exceptional description of how the NEXT GEN program would support the development of a diverse educator workforce (pages e15-16). The program is designed to provide students with an opportunity to complete a license/certification in Academic Behavior Strategies and Early Childhood Special Education (pages e12, e15, and e17) will meet the critical shortage needs of partner districts.

**Weaknesses:**

There were no weaknesses found.

**Reader's Score: 2**

**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:**

- i. The application provided an adequate description of how the NEXT GEN program would create a cohort model, along with individually tailored advising activities and cohort model (pages e21, e29) will foster a sense of belonging for teacher candidates and likely impact retention.
- ii. Healthy social-emotional needs are met adequately through a strategic action plan to amplify efforts to be anti-racist and center diversity, equity, and inclusion as core values and describes utilizing the BIPOC Mental Health Collective as a resource (pages e30, e54). The purposeful inclusion of these practices will prepare educators to address the equity and social-emotional needs of students which can impact retention.

**Weaknesses:**

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:**

- i. The application provided an exceptional description of how the NEXT GEN program promotes educational equity and adequacy in resources, and opportunity for underserved students (pages e30). The applicant describes the program as one that emphasizes Applied Behavior Strategies and Early Childhood Special Education (pages e12, e20, e21, e25 and e34). Providing specific evidence and discussing how these would be used to align coursework and clinical experiences will improve teaching and learning.
- ii. Finally, the proposal will provide a teacher preparation program that promotes inclusion and equity by providing exceptional evidence to support the use of PBIS and CEEDAR (High leverage) in the program's reform (pages e32-37). The extensive description of how and to what extent these research practices are implemented will provide candidates with skills they will use to better create an inclusive, supportive, and equitable learning environment.

**Weaknesses:**

There were no weaknesses 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 application provided adequate discussion of the "grow your own" aspects of The NEXT GEN program (pages e18, e91). The applicant described their "grow your own" initiative as one that partnered with LEA and determined the needs for their students to be in the areas of ABS and ECSE (pages e18 and e31). The applicant does address all sub-criteria.

#### Weaknesses:

There were no weaknesses found.

Reader's Score: 0

### Invitational Priorities - Invitational Priority 2

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

Projects that include professional development programs, professional learning communities,

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

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

**Strengths:**

The application did not address this IP.

**Weaknesses:**

The application did not address this IP.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   07/12/2024 03:18 PM

Status: Submitted

Last Updated: 07/12/2024 02:21 PM

## Technical Review Coversheet

Applicant: Regents of the University of Minnesota (S336S240007)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	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	4
<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	1
<b>Sub Total</b>	11	10
<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	110



# Technical Review Form

Panel #1 - TQP Panel - 1: 84.336S

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

Applicant: Regents of the University of Minnesota (S336S240007)

## 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:

Subfactor 1: 5/5

Strengths: The project design is exceptional and reflects thoroughly defined includes a rationale and needs assessment that outlines the need for the apprenticeship program to train special educators, citing statisticsData on of teacher shortage in high needs areas and underrepresented groups. e13 provide the foundation for the proposed project. . BarriersBarriers of time, money and complex systems will be overcome through this projectare identified as those the project can overcome. The logic model e19 connects need to project outcomes and provides a clear pathway between designated activities and learning outcomes for the project. A better prepared, diverse teacher pipeline will be created as a result.

Subfactor 2: 5/5

Strengths: The proposed goals, objectives and outcomes provide an exceptional framework to respond to the fFour overarching goals and three objectives are clearly outlined and are measurable and provide a response to improve the identified needs. A better prepared, diverse teacher pipeline will be created will be the result and have impact on K-12 student achievement.

The logic model is included in p. e.91.

Subfactor 3: 5/5

Strengths:

The project is well situated as part of a larger reform effort in the state of Minnesota and provides an exceptional pathway to licensure. The identifies partner LEAs will to work in conjunction with UMN to improve teaching and learning and provide more equitable pathways to teacher licensure. e.30 The apprenticeship model will offer more equitable and accessible pathways to licensure.

Subfactor 4: 5/5

Strengths

The project design and accompanying elements aligns with research based practices and provide an exceptional method for integrating and up to date knowledge regarding teaching and learning into the NXT GEN program. Course content is , with courses aligned to special education and state teaching standards to ensure appropriate coverage and prepare candidates for licensure tests. Teachers will be prepared to apply principles of universal design and understand social emotional development of their students, Evidence based practices will be used to demonstrate student growth for all students. e.32-33.

Subfactor 5: 5/5

Strengths: The proposed project provides an exceptional response regarding their process for continuous improvement. A scaffolded approach will be used with ongoing dispositional assessment, course grades and formative performance feedback to candidates. e37-38. Skills of Teaching Tool will be used during student teaching during multiple checkpoints.

Subfactor 6: 5/5

Strengths: The proposal provided an exceptional response about capacity building and continued results beyond the funding cycle. NXT GEN aligns with LEA partner and state reforms. The apprenticeship model aligns with the state's goal to improve teacher retention and diversity. This project will provide the university partner the opportunity to demonstrate the potential in this model for success in teacher preparation. The expanded apprenticeship model will work in conjunction the state's reforms and leverage available funding. LEAs are committed to the continuation of these reforms to hire and place better prepared teachers. e40-41

**Weaknesses:**

None

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The quality of the project design is exceptional, with all areas well-developed indicating how the project design supports new pathways to teacher licensure. It clearly identified the rationale and need for the apprenticeship program, highlighting data regarding teacher shortages in high needs areas and with underrepresented groups. and includes all elements and factors to be considered.

**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:**

Subfactor 1: 10/10

Strengths: The evaluation plan provides an exceptional response to the extent the evaluation will provide valid and reliable performance data. The applicant has specified general measures , federal performance measures and efficiency measures, e43-44 to provide data on relevant outcomes. Evaluators will use a mixed method approach, acknowledging flexibility as the needs may evolve over the 5 year grant cycle.

The evaluation plan outlines specific goals and outcomes which will provide required performance measures using various general measures. e. 43-44 and provide data on relevant outcomes. Evaluators will use a mixed method approach, acknowledging needs may evolve over the 5 year grant cycle. Data collection tools such as surveys and other tools for collecting and assessing meaures are included in the application. Surveys and documents to be used are included in the application.

Subfactor 2: 10/10

Strengths: The applicant has provided an exceptional response to the eEvaluation methods as thorough, feasible and appropriate, are thorough as the evaluation will measure all aspects of the proposed project and invite participation from a range of stakeholders from existing networks. and feasible as they utilize existing networks and stakeholders involved in the project work. e.47. The plan will use specific project goals and objectives with targeted outcomes e42-43 to track the increase in diversity of the candidates, prepare special educators who meet licensure requirements, show retention rates of three years or more and improve student achievement in the schools they will serve.

**Weaknesses:**

None

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

Overview: The applicant has developed an exceptional evaluation plan in conjunction with an independent research and evaluation center within the University of Minnesota. The center has completed over 600 previous program evaluations. e.42 and the plan reflects an exceptional method for meeting and exceeded the requirements in the grant. Valid and reliable data has been identified as well as strong alignment of evaluation methods with the goals and objectives 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:**

Strengths:

The applicant has provided an exceptional response regarding the internal support from UMN for facilities, equipment and supplies. This support aligns with recent strategic plan and represent a tangible investment from the university. A newly created in kind staff director position will be dedicated to the goals of the project. The college and special education program are highly ranked and will support. The applicant has also aligned the resources with the various organizations that will provide supplies, facilities, equipment or expertise in kind support or cost sharing. e.48-51, with the inclusion of letters of support.

Subfactor 2: 5/5

Strength: The applicant has provided an exceptional response regarding the adequacy of the budget. Budget costs are dedicated exclusively to the program components with the only non-personnel costs in travel to the national TQP Summit. The budget reflects barrier reduction costs, e.55

Subfactor 3: 5/5

Strength: The applicant has provided an exceptional response regarding the reasonableness of the budget. The proposed budget reflects the recruitment of 3 cohorts of 20 students for a total of 60 completers. Each program objective is described in alignment with the accompanying related costs. e56-57

Subfactor 4: 5/5

Strength: The applicant has provided an exceptional response to demonstrate high levels of support from external LEA partners. Letters of support indicate the commitment from partners to carry on this project following funding years. These include apprenticeship roles in the schools and support of coursework, training and advising, providing participants with time and resources to complete coursework and obtain field hours on site. E55-56

Subfactor 5:

Strength: The applicant has provided an exceptional response building upon previous and new partnership relationships that have already been initiated. In addition to letters of support, the Design Academy, a year-long consulting program, will serve as the planning team to leverage and build the partner relationships. This proactive approach to building upon and identifying supports at the early stage of the funding cycle will lend expertise and experience. E55-56

**Weaknesses:**

None

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**Sub**

**General:**

The applicant has provided an exceptional description of the level of support, the adequacy of internal and external resources to support the proposed projects adequacy and feasibility. The projected budget will support the proposed project as projected costs are in keeping with and include personnel costs, and limited non-personnel costs. Strong evidence of partner support is included in the application to demonstrate a high level and commitment to continue this work following funding years.

**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:**

Subfactor 1: 10/10

**Strengths:**

The applicant has provided an exceptional response regarding the adequacy of the management plan to achieve the intended outcomes. A detailed chart, Document 13-14 Appendix H, e194, provides a description of the key personnel and their roles within the grant. Specific activities have been aligned with each person as well as throughout each year of the funding. Project milestones are also included. This information includes those individuals within the university as well as those in partner districts who will serve in role on the grant. e60-67

Subfactor 2: 10/10

The applicant has provided an exceptional response regarding the continuous improvement management plan to achieve the intended outcomes. The project has identified a continuous improvement and decision making model e.65, to guide the work and ensure ongoing feedback is embedded throughout. A designated Planning team, Implementation Team and Advisory Committee will work in conjunction to manage the project, monitor ongoing data collection and make operational decisions about the program. e 55-56. This oversight will ensure that project implementation aligns with intended goals and outcomes and allow for any necessary changes throughout the implementation.

**Weaknesses:**

None

**Reader's Score: 20**

**Sub**

**1. Overview Statement**



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:

Strengths: The applicant has provided an exceptional response regarding supporting a diverse workforce and professional growth to strengthen student learning. The proposed project, NXT GEN Apprenticeship program aims to increase the diversity of the teachers serving underserved K-12 student populations. This project targets the preparation of special education teachers, and early childhood special education teachers, key shortage area. e. 17-19. A key element in meeting this goal is to removing multiple barriers identified as time, money and complex systems. The applicant has provided solutions to overcoming these barriers and streamlining processes for candidates to achieve licensure. e 14-15

##### 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:

Subfactor 1: 1/1

##### Strengths:

The applicant has developed an exceptional response for advising, mentoring and coaching to provide candidates with a safe and supportive climate for success. The intentional development of a cohort model provides supports to candidates

ad builds networks with layering of mentoring of coaching. Advising activities are intentionally designed and tailored to the specific needs of the students e. 21.

Subfactor 2:

Strengths: The applicant provided an exceptional response to the implementation of evidence-based practices to support students across social, emotional and academic domains. Curriculum and course content align with teaching practice to serve students from underserved populations. Embedded within the courses and training is coverage of social emotional skills in order to understand the development needs of students. The proposed model highlights retention and a key phase in the NX GEN Program, with designated activities to retain throughout intensive induction support. e 18-19

**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 applicant provides an adequate response to providing equity in access to resources and opportunities. The applicant envisions all candidates as equity leaders and will recruit and retain diverse teacher candidates to work toward equitable outcomes for students of color. e.30. The applicant describes a process whereby they will invite all partners to engage in reviewing and reflecting on their policies and level of commitment to equity. The proposed project embeds educator practices on creating safe classroom environments within coursework, field experiences, and induction support.

**Weaknesses:**

None

**Reader's Score: 1**



## Invitational Priorities - Invitational Priority 1

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

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

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

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

#### Strengths:

The applicant has developed a project that target paraprofessionals and the model meets the criteria for a Grow Your Own Project. e.18

#### Weaknesses:

None

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:**

NA

**Weaknesses:**

NA

**Reader's Score:**     **0**

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