

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

Status: Submitted

Last Updated: 07/12/2024 04:08 PM

## Technical Review Coversheet

Applicant: Virginia Commonwealth University (S336S240045)

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	28
<b>Quality of the Management Plan</b>		
1. Management Plan	20	19
<b>Sub Total</b>	100	97
<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	2
<b>Sub Total</b>	11	11
<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	108

# Technical Review Form

Panel #9 - TQP Panel - 9: 84.336S

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

Applicant: Virginia Commonwealth University (S336S240045)

## Questions

### Selection Criteria - Quality of Project Design

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

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

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

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

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

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

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

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

#### Strengths:

(i) The applicant presents strong evidence of the gap in teacher candidate preparation and the need created by that gap (page e22). The applicant proposes to weave the strong aspects of their traditional on-campus project with the residency model in rural school districts to meet those challenges (page e22). The rationale for the proposed project is well-designed and comprehensive to address the needs presented based on the data and research presented in the application. (5 points awarded.)

(ii) The proposed project goal and four objectives are clearly stated on page e22. The applicant expands on the objectives' rationale and intended measurement towards the goal (pages e25-e60). The measures that will be used addressing each objective are well-presented in the evaluation plan Table 7 (pages e72-74) and has very good potential to guide and frame the teacher preparation project. (5 points awarded.)

(iii) The applicant's current School of Education graduate programs of study, partnered with the residency in this application, will be expanded across the state addressing rural and isolated schools (page e61). Virginia has developed a state-wide comprehensive educator preparation plan with a focus on teacher recruitment and retention (pages e62-63). The university has incorporated the state focus into their program revisions and adaptations which will support implementation and sustainability. (5 points awarded.)

(iv) The applicant has developed their proposed project on a foundation of What Works Clearinghouse research (pages e22-23). Other relevant and up-to-date research is found throughout the proposal as each aspect of the project is discussed and will allow for the project to be grounded in the best evidence for design and implementation. (5 points awarded.)

(v) The applicant has outlined a comprehensive feedback plan in the evaluation methods that will incorporate student-participant feedback into the evaluation, for example, in evaluation study 4: Formative Evaluation of Program Implementation (page e71). The continuous improvement plan involved regular meetings with the advisory board, which in turn has direct connections to school district leaders (page e65). Additionally, there is a project working subgroup that will

meet monthly to monitor project progress and determine needed revisions (page e65). This feedback and continuous feedback plan are strong based on the multiple ways of data collection and the continual monthly oversight with a focus on making adjustments as necessary. (5 points awarded.)

(vi) The applicant's track records of working with local education agencies (LEAs) to improve academic achievement provides guidance on how this project will extend beyond the federal funding period (page e66). There will be an emphasis on hiring the graduates of the teacher residency program thus continuing the impact of the climate change and training through the school district partners long after the funding period (pages e66-67). (5 points awarded.)

**Weaknesses:**

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) No weaknesses noted.
- (iv) No weaknesses noted.
- (v) No weaknesses noted.
- (vi) No weaknesses noted.

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The applicant provides an excellent presentation of the project design. Strong rationale, goals, and objectives are established with a very strong foundation in relevant and up-to-date research. This project is a unique extension of the state-wide initiative to improve teacher preparation in rural and isolated districts. The program feedback and continuous improvement plan is extremely well-presented and clearly aligned with the evaluation plan and research studies proposed. The project stands on a history of collaboration and placement in partner school districts to continue the impact of the program beyond the funding period.

**Reader's Score:**

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

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

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

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

**Strengths:**

(i) The data sources identified as part of the evaluation plan are clearly aligned with the research studies proposed and project objectives (pages 69-71). The data sources are relevant to collecting the necessary information to answer the research questions posed (pages e69-71). The methods of evaluation will completely address the validity and reliability of

the performance data addressing the project outcomes. (10 points awarded.)

(ii) The project has aligned the methods of evaluation with the goals, objectives, and outcomes (pages e74-78). The highly qualified evaluation team has aligned research questions and research evaluation studies which will address the project's goals and objectives (pages e74-78). The alignment of all these evaluation methodologies creates an excellent evaluation plan which will completely assess the effectiveness of the proposed project. (10 points awarded.)

**Weaknesses:**

(i) No weaknesses noted.

(ii) No weaknesses noted.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The applicant provides an excellent and extremely comprehensive evaluation plan for this project. The goals and objectives have informed the research questions and research studies used to measure the effectiveness of all aspects of this project. The data sources are clearly identified and aligned with the project feedback and evaluation. The evaluation studies are thorough, feasible, and comprehensive for 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 discusses the resources at the disposal of the proposed project, including up-to-date technology in the classrooms used for training, resources for faculty, offices and individual technology, and training rooms (page e79). The applicant also identifies the personnel who will be involved in this project's evaluation (page e67-68) which will ensure that the resources for the project are sufficient to complete the project. (4 points awarded.)

(ii) The proposed project budget is heavily focused on salaries for the human component as well as teacher residency stipends and leader stipends (page e80). The applicant presents the in-kind contributions to this project, such as

classroom technology upgrades and curriculum enhancements (page e80). The project budget is thorough and will support the project's activities and evaluation. (6 points awarded.)

(iii) The proposed project has a goal to train 175 new diverse teachers and school leaders (page e81). The proposed funding will enhance the partnership and allow for the partnering school districts to commit their resources for this project (page e81) resulting a reasonable cost request from this applicant. (6 points awarded.)

(iv) As the longest standing residency model in Virginia, this applicant will ensure that all partners are committed to the project's success and wiling to continue this project well beyond the funding period, including an emphasis on hiring the residency teachers and continuing professional development access through workshops and training modules (pages e66, e81). (6 points awarded.)

(v) The partners of this project have committed not only to recruiting teachers, participating in trainings and workshops, but also to hiring the teacher candidates (pages e83-84). These project activities are strong and suggest a trusted and history of partnering school districts to the applicant's School of Education to fill the need for highly skilled teachers. (6 points awarded.)

**Weaknesses:**

(i) Many of the components of this project are heavily human resource dependent, especially those parts which involve community agencies. It is unclear that each agency identified has the capacity to fully partner to deliver their component. Details should be provided to comprehensively address the human resource capacity of the partner agencies.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) No weaknesses noted.

(v) No weaknesses noted.

**Reader's Score: 28**

**Sub**

**1. Overview Statement**

**General:**

The applicant's adequate response to adequacy of resources is framed around the resources not only at the institution but also for the continuing partnerships. The budget is reasonable and comprehensive in its presentation. The project has clear physical resources with the only gap being a presentation of the partner community agency capacity to deliver some of the components.

**Reader's Score:**

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

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

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

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

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

**Strengths:**

(i) The management plan is organized through a table which outlines the objectives, milestones, timeline for implementation and the project personnel responsible (pages e85-87). The aspects of the proposed project are identified and meet all the requirements needed to ensure the project is completed on time and within budget. (9 points awarded.)

(ii) The applicant has a strong feedback and continuous improvement plan based on the quality of data collection and analysis presented. The plan includes formative evaluation data collection and analysis as well as quarterly meetings to address areas for project improvement and adaptations (pages e88). (10 points awarded.)

**Weaknesses:**

(i) The milestones are not presented comprehensively for each year. Details should be presented for the milestone activities which will be presented or repeated in each semester.

(ii) No weaknesses noted.

**Reader's Score: 19**

**Sub**

**1. Overview Statement**

**General:**

The applicant's presentation of the management plan is adequate. The plan for participant feedback and continuous improvement also provides a strong response demonstrating a comprehensive approach. A well-organized and thorough approach addresses all objectives through attainable activities and responsible personnel; however, the project milestones are presented in a general manner and should provide more details.

**Reader's Score:**

**Priority Questions**

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

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

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

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

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

**Strengths:**

(a) The applicant presents research that supports the effectiveness of diverse teachers with students of color (page e53). The applicant states to partner with Virginia Union University, an HBCU, to develop a pipeline of candidates for the proposed pipeline program (page e55, e207). This will also be a collaboration to develop modules, speaker series, and ongoing training focused on equity (page e55). (2 points awarded.)

(b) The proposed program has a history of attracting and retaining teacher candidates of color (page e54). The applicant's historical success indicates demonstrated reform and implementation of recruitment, completion, placement, and retention of teachers of color. (2 points awarded.)

**Weaknesses:**

(a) No weaknesses noted.

(b) 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 applicant presents research that supports the effectiveness of diverse teachers with the academic success and engagement with students of color (page e53). Access to highly skilled teachers and leaders is vital to student achievement (page e55). The applicant already has dedicated aspects of educational equity and social justice throughout its coursework and has become a leader in Diversity, Equity, and Inclusion with 2-day trainings (page e56). Additional affinity groups addressing diverse student and teacher needs are also in place (page e59).

**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) The applicant presents research that demonstrate the importance of student social, emotional, and academic awareness (pages e47-48). The applicant will incorporate restorative practices supporting social-emotional learning (SEL) (page e48). Building relational trust and changing the school climate are also crucial parts of this SEL awareness and training (page e49). (1 point awarded.)

(b) The applicant states that other consultants will address this sub-criterion providing expertise and through additional training (page e336). The training is outlined and detailed on pages e50-52 and is strong to support student success models based on research and evidence. (1 point awarded.)

**Weaknesses:**

(a) No weaknesses noted.

(b) No weaknesses noted.

**Reader's Score:** 2

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

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

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

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

**(1) Early learning programs.**

**(2) Elementary school.**

**(3) Middle school.**

**(4) High school.**

**(5) Career and technical education programs.**

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

**(7) Alternative schools and programs.**

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

**Strengths:**

The applicant will work with partner school districts and community organizations to offer learning opportunities (page e60). There will be an emphasis of the workshops addressing Thrive Birth to Five to help students adjust and transition into kindergarten and early elementary grades (page e60). The applicant will incorporate equity and access to sufficient

resources for the target underrepresented study population.

**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:**

The proposed project expands a grow-your-own program to nine rural and geographically isolated Virginia school districts (page e59). They all have unique needs and need an individualized program to help teacher candidates who are paused along the teacher certification track (page e60). The individuals identified will not only complete a bachelor's degree but also will fulfill all the state teacher licensing requirements (page e60). The salary and stipend will reduce the financial burden on the candidates (page e60).

**Weaknesses:**

There are no details provided to address the progressive responsibility for the student/resident during the one-year residency.

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 proposes to develop professional learning workshops focused on community and family engagement (page e60). The collaboration with partner school districts and community organizations, such as Thrive Birth to Five will support the transition of students into kindergarten and early elementary school grades (page e60).

#### Weaknesses:

No weaknesses noted.

Reader's Score: 0

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**Status:** Submitted

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Status: Submitted

Last Updated: 07/12/2024 04:45 PM

## Technical Review Coversheet

Applicant: Virginia Commonwealth University (S336S240045)

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	26
<b>Quality of the Management Plan</b>		
1. Management Plan	20	19
<b>Sub Total</b>	100	95
<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	2
<b>Sub Total</b>	11	11
<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	106

# Technical Review Form

Panel #9 - TQP Panel - 9: 84.336S

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

Applicant: Virginia Commonwealth University (S336S240045)

## 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 project includes a comprehensive rationale. The applicant stated that the RTR-TR was developed in response to these retention issues in high-need schools. (e22) The applicant provides the reasoning for the goal and that is to further refine, expand, and evaluate the impact of the innovative RTR Teacher and School Leader Residency on teacher retention and student outcomes in high-need schools across the state of Virginia. (e22) Teacher retention is a challenge, especially post-covid so this initiative may support this growing concern in education. (+5)

ii) The proposal includes 4 specific, measurable goals to include refining and implementing an integrated teacher and school leader residency program for high-need schools (Obj.1) and developing and implementing a model for continuous professional growth and community engagement among school leaders and teachers (Obj. 4) (e22) If implemented as proposed, the goals encourages thoughtful planning and clear criteria for success, leading to better performance and more consistent achievement of objectives. (+5)

iii) The teaching and learning are part of a comprehensive effort to include a yearlong graduate level program of study. The proposed plan includes teacher residents participating in monthly seminars

designed to further connect their coursework and residency experience. (e35) During the seminars, the residents will complete learning modules which if well implemented can lead to student achievement from highly developed teachers and leaders. (+5)

iv) Aligned after Linda Darling-Hammond's work, the proposal will incorporate instructional approaches that use case studies to engage students in problem-based learning and the development of educational intervention plans, internships and candidate supports. (e36-37) Additionally, the proposal includes the use of key assessments to support student learning, provide on-site supervision, etc. (e37.) Key assessments ensure that projects are effective, resources are used wisely, and goals are achieved. They also build accountability and transparency, enhance decision-making, support continuous improvement, and demonstrate the value of the project to funders and stakeholders (+5)

v) Continuous feedback for improvement within the proposal are reasonable through the use of a

variety of courses and strategies to include partnering with LEAs to engage in decision-making, implementation, and monitoring of the project.(e65) Also, the RTR Working Subgroup meets once a month to monitor the progress of RTR and review ongoing formative assessment and evaluation data to determine needed revisions to project components.(e65) This strategy will support the immediate need to make adjustments throughout the program that specifically address the continuous needs for improvement should they arise. (+5)

vi) The proposed project's funding from TQP will provide the resources to accelerate the critical work of preparing teachers and school leaders for high-need schools and will provide the time and data necessary to demonstrate effectiveness of this refined, expanded program. (e66) Because Residents are placed in host schools, both school leader and teacher residents will work alongside one another to make data driven decisions together. (e66-67) Also, the applicant shares that once RTR-TR graduates have been in the classroom for three years, they can become mentor teachers, or they can apply for RTR-SLR. If this is well implemented, it will develop a critical mass of highly effective and dedicated new teachers and leaders that can help to positively impact the culture of each school. (e67) (+5)

**Weaknesses:**

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

**Reader's Score: 30**

**Sub**

**1. Overview Statement**

**General:**

The quality of the project design is comprehensive. The logic model is appropriate and has inputs, program activities and outcomes. (e117-118). The proposal includes up-to-date knowledge from research and limited effective practice is provided. The proposal has sufficient evidence to support effective feedback for continuous improvement. The design to build capacity and yield results that will extend beyond the period of Federal financial assistance is thorough.

**Reader's Score:**

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

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

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

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

**Strengths:**

i) The applicant provides a list of partners who will support the evaluation of the project. In table 5, the expertise of each of the evaluator team members is listed. (e67-68). The evaluation will include four interconnected studies that integrate quantitative and qualitative methodologies to evaluate program implementation, outcomes, and impacts across the multiple cohorts of teacher residents (TRs) and

school leader residents (SLRs). (e68) The proposed evaluation will use quasi-experimental designs, longitudinal surveys, and case study methodologies to examine the long-term effects on school-level outcomes, including leadership practices, teacher development and retention, and student impact. (e69) This evaluative approach will yield meaningful feedback to make necessary adjustments before, during, and after proposal implementation. (+10)

ii) Based on the evaluation methods proposed in this project, the goals, objectives and outcomes will be adequate to monitor and adjust. (e84) In alignment to the objectives from the evaluation studies and questions, the program should produce successful outcomes during and after the length of the grant. (e84-87) For example, under study number four, the question, what aspects of the program contribute to participant preparedness and program satisfaction, provides opportunities to determine the feasibility of the program and how the program is perceived by the participants. (+10)

**Weaknesses:**

- i) None were noted.
- ii) None were noted.

**Reader's Score: 20**

**Sub**

**1. Overview Statement**

**General:**

The evaluation plan includes both qualitative and quantitative measures, providing a comprehensive assessment of the project's impact. The evaluation plan contains detailed information on the extent to which the methods of evaluation will provide performance feedback and permit some assessment of progress toward achieving intended outcomes. Formative and summative data will be collected.

**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 outlines the various supports that are offered to include the School of Education which has its own Instructional Technology Center with a dedicated staff providing frontline support for faculty and students through a help desk ticket system, email, or walk-up service. (79) This technology center is key to participants who may have technological difficulties during the project time frame. Rental space

for training over multiple days is also an advantage to participants and staff. (e79) Effective management and allocation of resources throughout the project lifecycle help in maintaining momentum and achieving long-term goals. (+6)

ii) The budget supports the two areas: Human and Material capacity. (e80). The structure of the budget is outlined in table 2 for residency and post residency support throughout the program. (e42) Adequate funding is essential for covering all aspects of the project, from salaries to equipment and materials making the budget manageable throughout the length of the grant. (+6)

iii) The proposed project presents several methods to ensure that costs are reasonable. For example, the applicant stated that a federal investment in RTR will leverage the financial commitment of the LEA

partners who have agreed to a cost share for the TR program and have agreed to hire the SLRs in a leadership role during their residency year—and release them for a portion of the day to learn how to be an effective school leader alongside their mentor. (e81) This is another example of how the school districts and the applicant are working collaboratively to ensure the costs are reasonable and long lasting. (+6)

iv) The proposed TQP grant funding will provide resources to accelerate the work of preparing teachers and school leaders for high-need schools. (e66) Also, the applicant will provide the time and data necessary to demonstrate effectiveness of this refined, expanded program. (e66) +2

v) The proposal includes evidence from the partners to show the commitment of each partner for the implementation and success of the project. For example, the superintendents from each LEA provided a letter of commitment/ Memorandum of Understanding (Appendix E) as well as a local university and the Governor of Virginia, Mr. Mark Warner. Including partners in a grant application enhances the proposal's credibility, expands resources, and improves the project's implementation and sustainability. (Appendix E) (+6)

#### **Weaknesses:**

i) None were noted.

ii) None were noted.

iii) None were noted.

iv) The proposal mentions operations beyond the length of the grant; however, it is not clearly stated for the reader to determine the extent to which the applicant demonstrates that it has the resources to operate after the five-year grant period ends. (e66) Providing matching funds after a grant has ended is crucial for ensuring the sustainability, credibility, and impact of the project. It demonstrates commitment, enhances credibility with funders, expands the project's scope, and mitigates financial risks. (-4)

v) None were noted.

**Reader's Score: 26**

#### **Sub**

##### **1. Overview Statement**

#### **General:**

The adequacy of support is evident throughout the proposal. The budget is aligned to support the project as well as the costs are reasonable in relation to the objectives, design and potential significance of the project. The proposed project includes a thorough explanation of how the resources to operate the project beyond the length of the grant will be substantiated. The commitment from the partners is evident through the MOUs/Letters of commitment provided in the proposal. The project has limited factors to determine the operation of the proposal 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:

i) Starting on page (e85), the proposal presents the management plan that clearly defines the responsibilities, timelines, and milestones to accomplishing project tasks. The time frame for milestones is presented semesterly. For example, one of the milestones of the project is to Adapt NTC training for in-person or online attendance options in preparation of Summer 2025. The preparation for this begins in the Spring of the year which demonstrates a possibility of securing all facets to secure the in-person training, i.e., location, personnel to train, etc. (+9)

ii) The proposed project includes key indicators such as teacher growth, teacher retention, and student performance which include residency coordinators reading and responding every week to the logs and then present problems of practice during the resident seminars and monthly mentor forums, providing ongoing responsiveness to the needs of all participants. (e66) (+10)

#### Weaknesses:

- i) The management plan must outline clear roles and responsibilities for all team members, promoting accountability and effective coordination and some of the roles and responsibilities are not clearly identified to ensure the roles adequately fit into the requested budget. (e85)(-1)
- ii) None were noted.

**Reader's Score: 19**

#### Sub

### 1. Overview Statement

#### General:

The management plan provides valid and reliable performance data on relevant outcomes. Additionally, the evaluation is appropriate as evident in the goals, objectives, and outcomes proposed in the project. The applicant provided a chart (e85) which includes the objectives, milestones, timelines, and persons responsible. The management plan has limited information to determine the financial ability to go beyond the length of grant.

**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 proposed project states that the program, RTR began to focus on recruiting from the communities we serve and expanding pathways to become a resident which increased the number of African American Male educators by 20% annually. The proposal includes forming a partnership with Virginia Union University to develop a pipeline of candidates for RTR Teacher and School Leader Residency that reflect the demographics of the student populations that they serve. (e55) (+2)

Additionally, after noticing the shortage of African American Males in education, the applicant started to focus on the communities that they will serve which Richmond, Petersburg and Henrico County Public Schools are all LEAs that are partnering with the applicant. (e102) (+2)

**Weaknesses:**

None were noted.

**Reader's Score:** 4

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

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

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

**Strengths:**

The applicant has designed strategies to increase the proportion of well-prepared, diverse, and effective educators of serving students by creating learning experiences that focus intensely on preparing and supporting teachers and leaders who will bring equity to their work in schools. (e56) Additionally, the applicant will provide a two-day training on conducting courageous conversations to all residents and their mentor teachers. (e56) Training is a critical component to the teaching and learning process which this project includes for professional growth. (+3)

**Weaknesses:**

None 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:**

a) The proposal focuses on two skills to foster a sense of belonging and inclusion for underserved students. 1) The skills are building trust and open communication for faculty, staff, and students; and 2) building on the cultural wealth of all students and families and valuing and leveraging diversity, equity and inclusion. The participants will receive Social Emotional Learning techniques which if appropriately implemented will meet the sense of belonging to not only the teachers, but the students that they serve. (e48) (+1)

b) As indicated in the citations, Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set, and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The LEAs that will participate in this project will benefit from trained and effective educators who understand their plight. (e48-49) (+1)

**Weaknesses:**

- a) None were noted.
- b) None were noted.

**Reader's Score: 2**

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

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

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

- (a) In one or more of the following educational settings:**
  - (1) Early learning programs.**
  - (2) Elementary school.**
  - (3) Middle school.**

- (4) High school.
- (5) Career and technical education programs.
- (6) Out-of-school-time settings.
- (7) Alternative schools and programs.

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

**Strengths:**

The proposed project will recruit and prepare diverse teachers and school leaders who will bring an equity focus to their work in schools, they will also ensure that students in the high-need schools that RTR serves will have the most important resources needed to support their learning. (e55)(+2)

**Weaknesses:**

None 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:**

The proposed project includes developing recruitment strategies targeted to individuals residing in the community along with pathways to teacher licensure that meet the unique needs of each of the partner LEAs. (pe59)

**Weaknesses:**

None 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 proposed project includes working with the VCU faculty to develop workshops to provide professional learning centered on the topic of community and family engagement. (e60) Additionally, collaborative efforts will occur with the school districts and community organizations to develop PD opportunities to provide participants with practical steps to help students effectively transition into kindergarten and through the early elementary grades. (e60) These wrap around opportunities will support all stakeholders involved in the developmental needs of the participants.

**Weaknesses:**

None were noted.

**Reader's Score:** 0

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**Status:** Submitted  
**Last Updated:** 07/12/2024 04:45 PM

Status: Submitted

Last Updated: 07/12/2024 03:52 PM

## Technical Review Coversheet

Applicant: Virginia Commonwealth University (S336S240045)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	29
<b>Quality of the Evaluation Plan</b>		
1. Evaluation Plan	20	20
<b>Adequacy of Resources</b>		
1. Resources	30	28
<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	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	2
<b>Sub Total</b>	11	11
<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	107

# Technical Review Form

Panel #9 - TQP Panel - 9: 84.336S

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

Applicant: Virginia Commonwealth University (S336S240045)

## 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 project provides national and statewide data showing a crisis with teacher vacancies—higher than in pre-pandemic years. Specifically, the plan notes that teachers feel unprepared for the workload and unsupported by leaders with schools, especially in high-need schools (page e21). To combat this issue, the proposed plan will implement an updated version of the innovative RTR Teacher and School Leader Residency on teacher retention and student outcomes in high-need schools across the state, combining traditional and nontraditional paths (page e21). The logic model is comprehensive and includes reasonable inputs, program activities, and outcomes (short-term, medium-term, and long-term) (pages 117-118). These components provide a solid foundation for success.

(ii) The proposed plan includes four goals, objectives, and outcomes that are reasonable to meet the needs of the intended communities. The objectives are to: 1) refine and implement an integrated teacher and school leader residency program for high-need schools, 2) strengthen the instructional leadership capacity of school leader residents and leadership mentors while enhancing the practices of teacher residents, 3) promote a collaborative culture of continuous improvement that supports the social, emotional, and academic needs of students, and 4) develop and implement a model for continuous professional growth and community engagement among school leaders and teachers (page e22). The goals, objectives, and outcomes are clear, specified, and measurable, providing a great foundation for a successful project.

(iii) The proposed project plan is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. Via a cohort model and selective recruitment, teacher and leader residents complete a year-long clinical experience, side-by-side with a mentor who has been trained in the New Teacher Center mentoring model, and participate in job-embedded professional learning sessions, and social opportunities to discuss their whys and passion for the field (page e35). The model also includes instructional coaching (page e23). Full implementation of these evidence-based practices will result in highly skilled educators.

(iv) The performance feedback and continuous improvement in the proposed project plan is reasonable. A workgroup meets once a month to review the progress of the project, examine data collected, and discuss opportunities for

adjustments (page e65). In addition, the advisory board members (e.g., CAOs, HR Directors) meet twice a year to make decisions and share recommendations with their respective superintendents (page e65). The project team meets more frequently to monitor the implementation of the grant and review other resources such as weekly logs; problems of practice are presented during seminars as an opportunity to practice real cases and as part of the culture of transparency (pages e65-66). Having a consistent schedule for these discussions allows sufficient opportunities to consider program improvements, celebrate successes, and make decisions.

(v) The proposed project plan includes current up-to-date research on instructional coaching, mentoring, case studies to engage in problem-based learning, creation of intervention plans, year-long internships paired alongside coursework, the clinical observation model, assessments to support student achievement, on-site supervision, and support from experienced district and school leaders (pages e23, e37). These research and evidence-based practices frame the program design and will develop highly skilled educators when implemented with fidelity.

(vi) The proposed project will develop teachers and leaders simultaneously since they will work together to support student improvement decisions. This model creates highly effective teachers and leaders and can impact students district and state-wide (page e67). Additionally, based on new skill sets developed through this program, teachers with three years of classroom experience can transition to mentor teachers or other leadership roles. This proposed program will provide the resources and models that can be used for future cohorts and will demonstrate a need for continuing the project beyond five years (page e67). The project proposes to have an "End-of-Year Colloquium" to share program data with all stakeholders (such as key philanthropists) to inform and engage them on program progress and share evaluation results (page e340). This event was held in 2018 and resulted in significant funding for this program. This event is sure to succeed because of its strategic approach to sustainability and track record of successful fundraising.

**Weaknesses:**

(i) The rationale in the proposed plan does not include student achievement data showing the level of impact of vacancies in high-need schools. In addition, the proposed plan does not include specific teacher vacancy data for high-need schools (pages e-21-25). Including this information could offer a more comprehensive and compelling rationale for the project.

(ii) There are no weaknesses noted in this subfactor.

(iii) There are no weaknesses noted in this subfactor.

(iv) There are no weaknesses noted in this subfactor.

(v) There are no weaknesses noted in this subfactor.

(vi) There are no weaknesses noted in this subfactor.

**Reader's Score: 29**

**Sub**

**1. Overview Statement**

**General:**

The quality of the proposed project design is overall strong, and linking student achievement data to the need would strengthen the rationale. The proposed project is an updated version of the innovative RTR Teacher and School Leader Residency on teacher retention and student outcomes in high-need schools across the state. The goals, objectives, and outcomes are reasonable, and the logic model is suitable. Current research provides evidence-based examples of successful practice. Woven into the design are opportunities for continuous support and feedback. There are unique strategies built in for sustainability. This proposed project design provides a firm foundation for strong results during program implementation and for continuance beyond the five years of the grant.

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:

(i) The plan is thorough and will provide valid and reliable performance data on relevant outcomes. This proposed evaluation plan will use a 5-member highly accomplished and experienced evaluation team (pages e67-68) to measure the effectiveness of the residency programs to prepare high-quality, diverse educators and educational leaders who are retained in high-need schools and improve student academic and social-emotional outcomes. The proposed plan will include four interconnected studies that combine quantitative and qualitative approaches to monitor implementation over time and formatively. Regular quarterly meetings between the project and evaluation teams provide structured opportunities to review any pending issues and celebrations (page e69); this approach is effective for continuous improvement efforts. The plan aligns the research questions with the program outcomes and uses multiple evaluation instruments and methods for triangulation (pages e70-74). The team will use propensity score matching to match the characteristics of participating and non-participating schools (page e74). Additionally, the proposed evaluation includes 15 data sources as listed in the provided table and aligned to evaluation questions (pages e72-74). Strong information is provided in the evaluation plan, and if followed with fidelity, will lead to excellent reliability and validity and strong results.

(ii) The proposed evaluation methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The high-quality plan successfully aligns all components, and if implemented with fidelity, should yield fruitful unbiased results helpful for improvement conversations and calibrating successes throughout the grant cycle. Each study, from the longitudinal design to the formative evaluation, provides evidence for stakeholder engagement (page e78). The methods have a strong solid foundation, and iterative adjustments to the proposed plan can promote ongoing improvement.

#### Weaknesses:

(i) There are no weaknesses noted in this subfactor.

(ii) There are no weaknesses noted in this subfactor.

Reader's Score: 20

Sub

### 1. Overview Statement

#### General:

The proposed evaluation plan is exceptional. It will measure the effectiveness of the residency programs to prepare high-quality, diverse educators and educational leaders who are retained in high-need schools and improve student academic and social-emotional outcomes. The plan is thorough with 15 data sources and will provide valid and reliable performance data on relevant outcomes. The proposed evaluation methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The high-quality plan successfully aligns all components and is primed to produce meaningful results.

Sub

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 proposed project plan includes adequate facilities, equipment, supplies, and other resources. The university provides in-kind resources such as advanced technology with a training room that allows for seminars to be conducted virtually; this resource is helpful as LEAs across the state will participate in this project (page e79). Using the budget for test prep, end-of-year presentations, incentive programs for interviews, and community building supports the project goals (page e320). These resources have dual benefits for participants and partners and are often the result of intentional relationship-building.
- (ii) The proposed project plan is adequate to support the goals. It focuses on two core areas: human capacity and material capacity. For human capacity, stipends are provided for teacher residents and school leader residents in addition to full-time salaries and benefits from the district to focus on Master's level coursework and clinical preparation with a mentor and post-residency support via a coach. For material capacity, the proposed project includes the development of learning modules, case studies, and experiences (pages e79-80). These incentives are great investments that often lead to implementing more effective teaching skills, thus impacting student achievement.
- (iii) The budget decisions in the proposed plan are reasonable to the objectives, design, and potential significance of the proposed project. The plan includes details of all personnel who will support the grant full-time or part-time (pages e322-323) and includes five contractors who will support the proposed program (page e338). In addition to stipends, funds are requested for project supplies, social media advertisements, community building, incentives SLLA Test Prep, the End-of-Year Colloquium, special events, and more (pages e338-345). Including funds to provide incentives to residents for completing surveys and focus groups (page e340). This strategy will likely increase participation in the data collection, thus providing stronger results that are more valid and reliable.
- (iv) In the proposed project plan, LEAs contributed greatly to the cost share, providing a 50% match in Years 1 and most of Years 2-5, time for school leaders to support residents, and central office program design support (pages e83-84). Additionally, the proposed plan includes a request for \$5,000 in Year 1, and \$1,000 each year in Years 2-5, to conduct an "End-of-Year Colloquium" to share data on the proposed program's progress and to engage with stakeholders. This event was held in 2018 and resulted in significant funding for this program (pages 340-341). Additionally, the philanthropic community has already provided more than \$500K, and the state annually invests over \$1 million to support teacher residents (page e81). This comprehensive approach to sustainability and building partnerships has already shown its effectiveness; it is a strong way to showcase the value of the proposed program.

(v) The proposed plan includes 22 letters of support, signed agreements, and MOUs from each LEA superintendent, Virginia Union University, Virginia Commonwealth University, U.S. state senator and representatives, foundation leaders, and nonprofit executives, all signaling their commitment to the project goals (pages e164-222). This solidarity shows a unified vision of support for this statewide proposed plan.

**Weaknesses:**

(i) There are no weaknesses noted in this subfactor.

(ii) The proposed plan indicates that residents “may apply” for the stipends. It is not listed as a guarantee (page e29). In other parts, stipends are listed as a standard feature of the program. It is not clear whether all residents accepted into the program will receive the stipend or not. Clarifying this component in all areas of the proposal will ensure consistent messages throughout and will strengthen the recruitment for the proposed project.

(iii) The proposed plan highlights receiving in-kind resources for the use of facilities. However, funds are requested to rent space for orientations, meetings, trainings, and professional learning opportunities for residents, mentors, and consultants (page e344). The request amounts to \$26,357. A strong rationale is not rendered for why the in-kind use of facilities is not sufficient. Additionally, there is a request to purchase the Slate application for \$30,000 in Year 1; however, details are not included about how the system will be maintained in Years 2-5, and does not indicate why the district or university current systems are not sufficient (page e343). Proving a strong rationale with comparative information will better justify the budget costs of select items.

(iv) There are no weaknesses noted in this subfactor.

(v) There are no weaknesses noted in this subfactor.

**Reader's Score: 28**

**Sub**

**1. Overview Statement**

**General:**

The proposed adequacy of resources plan is strong and adequate. It includes in-kind facilities, equipment, supplies, and other resources from partner organizations. The plan includes funding requests for stipends, coursework, coaching, professional learning, operational systems, and more. However, all parts of the plan are not clear about providing resources, such as stipends, to all participants as a requirement of the program. The budget decisions in the proposed plan are reasonable to the objectives, design, and potential significance of the proposed project; a stronger rationale is needed for some funding requests such as application systems and building space. There is a strong sustainability plan to support extending the grant beyond five years and the incorporation of 22 letters of support in the application signals a strong foundation of early support.

**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 proposed management plan includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (pages e85-87). The program is proposed to begin in Fall 2024 with identifying candidate selection in high-need areas as the initial task (page e85). Organizing the management plan by objectives helps to align the tasks to the proposed project expectations.

(ii) There are multiple opportunities in the proposed plan to ensure feedback and continuous improvement in the operation of the proposed project. Through a comprehensive formative evaluation data on teacher growth, teacher retention, and student performance is regularly collected (page e88). There are quarterly meetings to unpack the data and discuss opportunities for improvement (page e88). Even more frequently, the team reviews weekly logs with data and educators present problems of practice during seminars as an opportunity to practice and solve real cases (page e66). These thoughtful approaches to improvement will add value during data analyses and discussions about progress.

**Weaknesses:**

(i) The proposed management plan does not show an alignment with the budget to show that the tasks are within the expected target. It does include a statement that “all project goals and objectives are on time and within budget” but no evidence is presented (pages e85-87). The plan includes milestones but does not show milestones for all years of the grant cycle and does not specify which tasks should be replicated since all years are not represented in the plan (pages 85-87). This information is critical for monitoring success and is needed to offer clarity for staff who are managing project tasks.

(ii) There are no weaknesses noted in this subfactor.

**Reader's Score: 19**

**Sub**

**1. Overview Statement**

**General:**

The quality of the proposed management plan is strong and adequate. It defines responsibilities, timelines, and milestones for accomplishing project tasks; however, it does not show an alignment with the budget or demonstrate clearly that the tasks are within the expected target. There are vast opportunities in the proposed plan to ensure feedback, signaling an important focus on continuous improvement.

**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 proposed project includes a partnership with Virginia Union University, a Historically Black College and University, to provide high-quality clinical experiences in schools that “reflect the demographics of the student populations that they serve” in targeted districts, including Richmond, Petersburg, and Henrico County (page e102). Additionally, the proposed plan aims to increase the number of African-American Male educators by 20% (page e55). This intentional strategy will provide access to a new, more diverse pool of candidates who will bring their geniuses to school communities.

(b) The applicant has established the Minority Educator Center (MEC) and has provided teacher residents of color with funds to support licensure tests, professional learning, and emergency expenses. This center provides a safe space for minority educators within the region (pages e54-55). This type of reform to teacher preparation strengthens retention and allows educators to use a solid network for support.

**Weaknesses:**

(a) There are no weaknesses noted for this competitive priority subfactor.

(b) There are no weaknesses noted for this competitive priority subfactor.

**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 proposed plan includes diversity, equity, and inclusion (DEI) workshops and programs to support educators' ability to lead equity work. Specific DEI workshops in the curriculum are aimed at supporting educators who work with multilingual learners and preparations for the ESOL praxis, which is free to staff based on grant funds to support dual certification efforts. The sessions 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 of ESOL certification (page e58). This intentional professional growth approach to supporting a diverse educator workforce will strengthen student learning.

**Weaknesses:**

There are no weaknesses noted in this competitive priority subfactor.

Reader's Score: 3

### Competitive Preference Priorities - Competitive Preference Priority 3

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

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

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

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

**Strengths:**

(a) The proposed plan includes diversity, equity, and inclusion (DEI) workshops and programs to support educators' ability to lead equity work. Specific DEI workshops in the curriculum are aimed to support educators who work with multilingual learners. The learning modules are "equity-oriented cultural practices that foster environments of access, belonging, and continuous improvement" (page e58). Additionally, the proposed program focuses on building trust and open communication and learning SEL techniques to understand belonging for students and teachers (page e48). The proposed project also includes consultants who will focus on restorative justice training and emotional intelligence. These intentional strategies help to meet the social, emotional, and academic needs of students.

(b) In the proposed project plan, training such as vicarious trauma/secondary traumatic stress and strategies for wellness and resilience in the classroom, strengthen the ability of teacher and school leader residents to meet the SEL needs of the students in high-need schools (page e41). Teachers and leaders will also benefit from the SEL trainings (page e48). These evidence-based practices will advance student success for underserved students and likely have a positive impact on teacher retention.

**Weaknesses:**

(a) There are no weaknesses noted in this competitive priority subfactor.

(b) There are no weaknesses noted in this competitive priority subfactor.

Reader's Score: 2

### Competitive Preference Priorities - Competitive Preference Priority 4

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

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

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

**(1) Early learning programs.**

**(2) Elementary school.**

**(3) Middle school.**

**(4) High school.**

(5) Career and technical education programs.

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

(7) Alternative schools and programs.

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

**Strengths:**

(a) The proposed project is designed to promote educational equity and adequacy in resources and opportunities for underserved students and will support teacher residents at the elementary, middle, and high school levels (page e35). The proposed program will provide learning on preparing and supporting teachers and leaders who will bring a strong equity lens to their work through the Teacher Alumni and School Leader Support Networks' professional development offerings, such as the 2-day "Beyond Diversity" training from the organization Courageous Conversations and a session from the university on "Decolonizing the Curriculum". These learning experiences will support teachers in strengthening their daily lessons with a more equity-centered lens. (pages e56-57).

(b) The proposed project will recruit "diverse teachers and school leaders who will bring a strong equity focus to their work in schools" as evidenced through recruitment, clinical preparations and targeted high-need districts (page e55).

**Weaknesses:**

(a) There were no weaknesses noted for this competitive priority subfactor.

(b) There were no weaknesses noted for this competitive priority subfactor.

**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 proposed project plan plans to expand registered teacher apprenticeship programs throughout the state, with all licensure requirements being fulfilled during the Bachelor of Science undergraduate stage. A key factor of the plan is hiring apprentices in school districts (page e59). The two-year apprenticeship model will provide opportunities to expand the diversity of the educator workforce across multiple districts. This Grow Your Own model is primed for success.

**Weaknesses:**

There are no weaknesses noted in this invitational priority.

**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:**

The proposed project will work with the university to provide professional learning centered on the topic of community and family engagement for teachers and early elementary educators. Additionally, using early childhood experts from organizations such as Thrive Birth to Five to develop professional learning opportunities will provide participants with practical steps to help students transition from kindergarten to early grades (page e60). Using these intentional strategies to support early elementary educators and school leaders could have an impact on students' entire lifetime throughout their high school years, well into adulthood.

**Weaknesses:**

There is no evidence in the proposed program.

**Reader's Score:**

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