

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

Status: Submitted

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Technical Review Coversheet

Applicant: University of North Carolina at Charlotte (S336S220004)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	109

Technical Review Form

Panel #4 - Panel - 4: 84.336S

Reader #1: *****

Applicant: University of North Carolina at Charlotte (S336S220004)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of the 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.
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (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.
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
- (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.

Strengths:

Overview:

The applicant presented rationale addressing six factors for the quality of the design of the proposed project.

Supporting Statements:

Strengths:

The proposed project demonstrates a rationale for the project by providing exemplary concrete examples of how it would expand, diversify, strengthen, and evaluate equitable access to program services for all students in the program by Project TLC also proposes to remove barriers to the profession for under-represented groups by offering free, online Praxis bootcamps (see Appendix H) to aspiring teacher candidates in hard-to-staff subject areas (e.g., math, science). Also, recruiting teachers of color via the implementation of Profound Niners, a paid internship that involves undergraduates in their senior year at UNC Charlotte completing clinical experiences in K-12 classrooms with mentor teachers of color to ignite a passion to teach.

(pages e16 e24).

The three Project goals, their specific objectives, and measurable outcomes to be achieved by the proposed project are clearly specified, measurable, and in alignment with absolute and competitive priorities (pages e24-e26).

The exemplary proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students by providing a yearlong clinical residency experience to prepare dual certified teachers via strong partnerships between school districts and university collaboration to meet the needs of underserved middle and secondary school learners in hard-to-staff subjects in high-need schools (pages e26-e30).

The design of the proposed project reflects exemplary up-to-date knowledge from research and effective practice by

utilizing activities based on current research and modeled after evidenced-based programs by offering meaningful and intensive clinical experiences, clinically-driven, practice-based coursework and mentoring support from their assigned mentor teacher, along with the support from the university supervisor (pages e30-e36).

The performance feedback and continuous improvement are integral to the exemplary design of the proposed project by incorporating feedback from school partners (LEAs) and program completers and analysis of candidate performance on signature assessments (pages e37-e38).

The proposed Project is designed to build capacity and yield exemplary results that will extend beyond the period of federal financial assistance by maintaining collaboration with district partners to continue to examine district and school demographic and performance data. Additionally, the Program will adjust preparation programs accordingly (based on the demographic and performance data) to meet the unique needs of the school LEAs which will help to ensure their programs remain relevant and beneficial. Other features of Project TLC will also remain in place post-funding. For example, the mentor teacher orientation will continue to be offered each year to prepare K-12 mentors to coach, and the CoED will also continue to offer mentor stipends for mentoring candidates. The testing support provided to candidates will also remain in place post-funding, as will the recruitment and program retention strategies that are described in this proposal (e.g., Profound Niners and Project M.E.N.T.O.R) (pages e38-page e39).

Weaknesses:

No weaknesses identified.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (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.**
- (ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

Strengths:

Overview:

The applicant presented rationale addressing factors for the quality of the project evaluation.

Supporting Statements:

Strengths:

Due to using EPRE Consulting LLC, an evaluation and research firm to conduct the independent evaluation of this project the methods of evaluation will provide valid and reliable performance data regarding the outcomes. The approach to evaluation will follow Patton and Campbell-Patton's (2020) Utilization-Focused Evaluation and through this process. The aim is to provide both formative and summative feedback in a useful and timely manner for key evaluation stakeholders. Program monitoring will remain a focus throughout the term of the project and Evaluation data and findings will be

provided regularly to the project's key personnel, stakeholders (pages e39-e42).

The methods of evaluation including program implementation data analysis and descriptive statistics of survey data are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the exemplary proposed project was provided in Table 4 and five general evaluation questions provide foci for the implementation of the plan (pages e42-e46).

Weaknesses:

Weaknesses:

Although the methods of evaluation including program implementation data analysis and descriptive statistics of survey data are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the exemplary proposed project was provided in Table 4 and five general evaluation questions provide foci for the implementation of the plan (pages e42-e46). It is not clear which data sources will be used to provide quantitative and qualitative data (e41-e46)

Reader's Score: 18

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.**
- (ii) The extent to which the budget is adequate to support the proposed project.**
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**
- (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.**
- (v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.**

Strengths:

Overview:

The applicant presented rationale addressing factors for the adequacy of resources.

Supporting Statements:

Strengths:

The project represents a strong collaboration within the UNC Charlotte Colleges of higher education and various academic departments (including the CATO College of Education and the College of Liberal Arts and Sciences) districts, and organizations to demonstrate exemplary adequacy of support, including facilities, equipment, supplies, and other

resources. Collaborating in this project are the UNC Charlotte Cato College of Education (CoED), Office of International Programs, and Department of Mathematics and Statistics in the College of Liberal Arts and Sciences, and a longstanding K-12 partner, CMS: Charlotte-Mecklenburg Schools (pages e46-e49).

The budget is reasonable and supports all necessary costs to ensure full implementation and quality of the exemplary proposed project. The requested \$1.83million in federal funding will be utilized to recruit and support teacher candidates during initial licensure coursework (e.g. living wage stipend, textbook allowance) and again when they become teachers (e.g. coaching support) (page e49).

The costs associated with the proposed project are reasonable in relation to the objectives, design, and potential significance of the proposed project. The UNC Charlotte residency model was designed with affordability in mind. By streamlining curriculum, as part of our program re-design, and adopting a distance education format, the total cost of the initial licensure program (tuition and fees) was decreased from approximately \$8,000 to \$4,000. UNC Charlotte is located in the same county as CMS, and close to all 12 participating schools, which helps to reduce mileage expenses, as does the use of GoReact, which allows for virtual observation and coaching (pages e49-e50).

The applicant demonstrates it has 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 partners; and to maintain financial support of candidates, CMS has agreed to an innovative staffing model that would employ (as substitute teachers) all eligible residency candidates during their yearlong internship critical to the project's long-term success (pages e50-e51).

The partners associated with the proposed project are committed in time, service, and costs because they recognize the value of the program and its success in producing teachers. Additionally, the CoED and CMS have a long-standing partnership involving multiple initiatives that show joint commitment to similar projects that support the teaching of underserved students and our ability to successfully implement them (pages e51-e52).

Weaknesses:

No weaknesses identified.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of 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.**
- (ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strengths:

Overview:

The applicant presented rationale addressing the factors for the quality of the management plan.

Supporting Statements:

Strengths:

The management plan articulates how it will achieve the objectives of the proposed project on time and within budget by clearly defining responsibilities, timelines, and milestones for accomplishing project tasks. Table 5 indicates the tasks planned to achieve each objective of the three project goals, when they will be completed, milestones indicating progress toward completion of the tasks, the person(s) responsible for completing them, and each person's commitment to the project. As outlined in Table 5, responsibility of task completion will be shared among both UNC Charlotte faculty and our CMS partners (pages e52-e59).

The procedures for ensuring exemplary feedback and continuous improvement in the operation of the proposed project will be monitored by a Program Advisory Committee (PAC) made up of university and school partners. The PAC members will continuously seek feedback from various stakeholders and will use the feedback to make recommendations to improve Project TLC. The PAC will also work with the external evaluator and the CoED's Director of Assessment and Accreditation to examine program data (pages e59-e62).

Weaknesses:

No weaknesses identified.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 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 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.**
- 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.**

Strengths:

Overview:

The applicant presented rationale addressing increasing Educator Diversity.

Supporting Statements:

Strengths:

The project represents high-quality, comprehensive teacher preparation program that include one year of clinical residency experiences prior to becoming the teacher of record in high-need schools and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates by a partnership with Profound Gentlemen, a non-profit organization committed to recruiting male teachers of color. More specifically, the applicant launched Profound Niners, a pathway to teaching that begins as a paid semester-long internship for UNC Charlotte males of color in the final semester of their undergraduate degree. Additionally, the applicant have also partnered with Latin Americans Working for Achievement (LAWA) to sponsor an event that hosts Latinx students and their families to discuss pathways to an education degree.

(pages e62-e63).

The project represents 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 by providing free online standardized tests boot camps (for standardized tests, such as the Praxis) on a number of content areas to not only current teacher candidates, but to the entire community and implementing a GPA forgiveness program that allows candidates to take the first two courses in the residency program as undeclared graduate students. Following the competition of the two courses, the program will use the GPA earned in the two courses to meet residency program admission requirements (pages e62-e63).

Weaknesses:

No weaknesses identified.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. 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 educator 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:

Overview:

The applicant presented rationale to support a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning.

Supporting Statements:

Strengths:

The Project is exemplary designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students through increasing the number of teachers with certification in shortage areas by interweaving critical TESL-focused coursework, PD, and teaching experience into a teacher training program for aspiring middle and secondary teachers in a variety of hard-to-staff subject areas, leading to dual certification in both a hard-to-staff content area and K-12 ESL (page e64).

Weaknesses:

No weaknesses identified.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

1. Meeting Student Social Emotional, and Academic Needs (Up to 2 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.**
- b) **Implementing evidence-based practices for advancing student success for underserved students.**

Strengths:

Overview:

The applicant presented rationale to address Meeting Student Social Emotional, and Academic Needs.

Supporting Statements:

Strengths:

The project fosters a sense of belonging and inclusion for underserved students by meeting student Social, Emotional, and Academic Needs by preparing educators to implement a customized program of study for aspiring content area teachers that infuses coursework focusing on multicultural education, coupled with a series of workshops to develop intercultural competence and enhance confidence and ability in implementing culturally responsive teaching practices. Upon completion, the impact of this PD on candidates' beliefs and practices will be measured using valid and reliable instruments (e.g., the CRTSE, IDI, and ELL-Modified Danielson Classroom Observation Rubric) (pages e64-e65). The project implements evidence-based practices for advancing student success for underserved students by infusing an evidence-based strategy endorsed as strong evidence by the What Works Clearinghouse. Thus, based on those evidence-based practices, the candidates in content-specific methodology coursework, TESL 5103, and TESL 5104 (see Table 3) will practice using videos, visuals, and graphic organizers to help make content comprehensible to ELs and to extend opportunities for writing and speaking practice (pages e64-e65).

Weaknesses:

No weaknesses identified.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. 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 implement responses, and that may include pedagogical practices in educator preparational 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:

Overview:

The applicant presented rationale to address Promoting Equity in Student Access to Educational Resources and Opportunities.

Supporting Statements:

Strengths:

The project proposal demonstrates it is designed to promote educational equity and adequacy in resources and opportunity for underserved EL students in (3) middle schools and (4) high schools by preparing teachers who will complete a year-long clinical residency (page e65).

The project examines the sources of inequity and inadequacy and implement responses that include pedagogical practices within its educator preparational program and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status. As a result of customized coursework (that will lead to dual certification in both the content area and K-12 ESL) and PD, teacher candidates are prepared to effectively teach not only a hard-to-staff content area, but also to meet the needs of underserved EIs (page e65).

Weaknesses:

No weaknesses identified.

Reader's Score: 2

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own 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.

Strengths:

Overview:

The applicant presented rationale to address its Grow Your Own program.

Supporting Statements:

Strengths:

The project establishes a "Grow Your Own" residency program that is designed to address shortages of teachers in high-need areas, schools, geographic areas, and increases the diversity of qualified individuals entering the teacher workforce by primarily recruiting future students to work in partner districts (pages e17-e18).

Weaknesses:

No weaknesses identified.

Reader's Score: **0**

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Technical Review Coversheet

Applicant: University of North Carolina at Charlotte (S336S220004)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	2
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	108

Technical Review Form

Panel #4 - Panel - 4: 84.336S

Reader #2: *****

Applicant: University of North Carolina at Charlotte (S336S220004)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of the 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.
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (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.
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
- (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.

Strengths:

The rationale for the proposed project is rooted in research and will increase the number and diversity of teachers obtaining dual certification in a high-needs content area and ELL through a residency program (Page e17) while ensuring barriers to entry are removed (Page e17).

The proposed projects goals, objectives, and outcomes are reasonable and will result in an increase in the number and diversity of teachers in the partnership school due to increased supports for teacher interns (Page e28) which will result in better academic and social outcomes for EL students.

The proposed project is based on rigorous standards including TESL and cultural competency (Page e27) which ensure a strong educator training experience for teacher residents and are founded in a previous successful TQP grant.

The applicant quantifies current research that was used as the foundation all objectives for the proposed project (Page e31-36), and grounds the proposal solidly in practices that will have the desired outcomes. For example, a foundational part of the project is sustained and deliberate clinical experience that are directly tied to coursework and provide opportunities to practice learned skills and receive feedback from their mentor teacher.

The feedback and continuous improvement plan for the proposed project utilizes the applicant and an external consultant (Page e39) collecting both qualitative and quantitative data that is then used to make revisions over the life of the project. These refinements will ensure objectives are being met and teacher residents are being set up for success. The applicant indicated that a previous TQP project was analyzed to refine the structure of the current application (Page e38). This is significant because it was previous TQP feedback that led to an understanding that previous residents felt unprepared to meet the needs of EL learners. This new application is a direct result of that understanding that came out of previous feedback.

The applicant gives several examples that are not fiscally based that show capacity for programming after the grant is completed (Page e39) ensuring that educators continue to receive ongoing supports and that recruitment and retention

efforts remain active. Many of the components of the project have the ability to be institutionalized. For example, continuing to examine district demographic and academic data and adjusting teacher preparation programs accordingly will allow the applicant to be responsive to the ongoing needs of the field.

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (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.**
- (ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

Strengths:

The applicant identifies an external reviewer (Page e39) who has led the evaluation of four previous TQP grants, and the data collection instruments that will be deployed (Page e41). Tools are aligned to program goals and are valid and reliable, and should result in an accurate assessment of program progress. They include an ELL – Modified Danielson Teaching Rubric and the Intercultural Development Inventory, both of which are valid and reliable instruments (Page e41).

The evaluation plan for the proposed project is thorough, feasible and appropriate for the goals and objectives of the project, and will accurately assess all identified outcomes (Page e43) over the course of the project by a qualified evaluator (Page e39).

Weaknesses:

There is a potential concern that the data analysis techniques (Page e41, e43-36), while clearly described do not quantify how the data sources will be used. This may make it difficult to determine if the outcome data will be valid.

Reader's Score: 18

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.**
- (ii) The extent to which the budget is adequate to support the proposed project.**
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and**

potential significance of the proposed project.

(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.

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

Strengths:

The proposed program addresses all aspects of needed resources available from both the applicant and partner district (Page e46-47) which demonstrate adequacy of resources will be available during the life of the grant.

The applicant has quantified within the proposal the partner stakeholders and their financial and other resource commitment to the work of the applicant (Page e50) making this project ongoing beyond the life of the grant. This includes a partnership with the Belk Foundation to develop a collaboration to ensure sustainability by utilizing a model that incorporates substitute teachers as resident candidates in the partner district and tuition assistance grants by UNC Graduate School for program candidates starting in Fall 2026 (Page e51).

The proposed project has a strong, ongoing partnership with the school district that encompasses both past and current initiatives, and therefore are able to be leveraged during the course of the grant to ensure goals and objectives are being met. (Page e52)

The proposed budget to prepare and support 36 teachers is well documented and inclusive of all needed fiscal obligations, is focused on high needs students and classrooms and will yield an impactful number of educators for the partner district. (Page e49)

The costs of the proposed project are appropriately allocated to meet the project goals and objectives, have a lesser impact than such a budget would be expected to yield. The number of EL students in the partner district speak to the needs of the project (Page e56).

Weaknesses:

No noted weaknesses

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

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

Strengths:

The proposed program's timeline and checkpoints are reasonable and will ensure goals and objectives are met. Responsible personnel are well equipped to ensure budget is managed and reports are put out at regular intervals. (Page e52). A Program Advisory Committee made up of university and district partner personnel will meet on a regular basis to review progress, gather feedback from all stakeholders, and make adjustments to programming as needed. (Page e61)

The procedures for ensuring feedback and continuous improvement for the proposed project are reasonable and thorough, and will accurately assess any needed corrections and the results of any refinements that are made, which will allow the applicant to meet program goals and objectives (Page e59). This is evidenced in planned weekly visits by program coaches to new teachers to provide induction support for two years after course completion (Page e58).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions**Competitive Preference Priority - Competitive Preference Priority 1****1. Increasing Educator Diversity (Up to 4 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 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.**
- 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.**

Strengths:

The proposed project focuses on preparing more teachers of color for schools in high need areas (Page e18, e62) which will have a positive impact on the students in those high need schools.

The proposed project includes a component of their mentoring program that focuses specifically on pairing teachers of color in mentoring relationships for support during their course completion and placement, a strategy that will prevent attrition from the field after certification is awarded (Page e24, e63)

The proposed program implements a focus on teacher mentoring in an effort to ensure retention of teachers in the program (Page e63).

Weaknesses:

No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. 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 educator 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 project provides preparation for teacher candidates to meet the SEL needs of ELL students, a rapidly growing sub-group of students in the US (Page e18).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 3

1. Meeting Student Social Emotional, and Academic Needs (Up to 2 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.**
- b) Implementing evidence-based practices for advancing student success for underserved students.**

Strengths:

The proposed project will expand the professional development to include more SEL components, as well as focus on more rigorous ELL instruction (Page e18) which will lead to increases in student outcomes and decreases in the chronic absenteeism rate in the partner school district. Increased SEL supports will foster a sense of belonging which in turn impacts attendance in a positive manner.

The proposed project includes teacher professional development in cultural competencies to ensure that EL students are learning in an inclusive classroom. (Page e25, e29).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. 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 implement responses, and that may include pedagogical practices in educator preparational 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 program addresses the training needs of teachers in an effort to ensure that they are well prepared to meet with academic and social needs to the EL students in their classrooms. (Page e65) These training needs include infusing evidence based strategies endorsed by the WWC in content-specific methodology coursework such as practice using videos, visuals and graphic organizers to help make content comprehensible to EIs and to provide opportunities for writing and speaking practice (Page e65).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own 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.

Strengths:

The proposed project did not address this Invitational Priority.

Weaknesses:

The proposed project did not address this Invitational Priority.

Reader's Score: **0**

Status: Submitted

Last Updated: 06/03/2022 04:01 PM

Status: Submitted

Last Updated: 06/03/2022 06:06 PM

Technical Review Coversheet

Applicant: University of North Carolina at Charlotte (S336S220004)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	15
Adequacy of Resources		
1. Adequacy of Resources	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	106

Technical Review Form

Panel #4 - Panel - 4: 84.336S

Reader #3: *****

Applicant: University of North Carolina at Charlotte (S336S220004)

Questions

Selection Criteria - Quality of Project Design

1. A. Quality of the 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.
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (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.
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
- (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.

Strengths:

The applicant details three (3) clearly stated project goals (e13 & e24) around the redesign of their current full – year residency model of teacher training. Corresponding objectives are carefully aligned with project goals and competitive preference priorities and will allow for the manifestation of measurable outcomes. Specifically, the goals and objectives provide clear content for the process and outcome components of the logic model (e79 – e83) and the envisioned impacts as well. Moreover, the goals and objectives/logic model are tied to the evaluation of the project and will drive its implementation (e40). This level of cohesiveness is indicative of a well-designed and well- thought out plan of action to meet the needs of the target population.

An exceptionally strong component of the applicant's project design is the comprehensive training and education that will lead to dual licensure in a critical subject area and K-12 English as a second language. This is directly tied to the design rationale in that the overarching purpose of residency redesign is to prepare teachers who can effectively serve linguistically diverse students. This is also important because of the large number of English Learners within the partner districts. Having teacher who are skilled at teaching this group of students will assist in reducing achievement and opportunity gaps.

In addition, the applicant includes letters of support from partners who are committed to strategic planning to move more PK-12 resources towards resident supports with a goal of providing the funds needed to sustain the project beyond the period of federal funding.

Weaknesses:

No weaknesses noted.

Selection Criteria - Quality of the Project Evaluation

1. B. Quality of the Project Evaluation (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.
- (ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Strengths:

The project's evaluation is tied and appropriate to the stated goals and objectives and logic model which form the basis for the evaluation plan and will drive evaluation implementation (e40). Feasibility of the evaluation is supported as it will be carried out in collaboration with the project's management and key personnel. Specifically, the shared responsibilities include monitoring of the implementation of the program. Timely formative and summative feedback will be provided to key project staff and other stakeholders to assist in short-term measurement of benchmarks and project metrics and in the planning and management of the program (e39-e40).

Weaknesses:

The application would be strengthened if more methodological details, specifically, information about data analysis, were included. For instance, in Table 4 (e43-e46), the applicant provides scant details about the data strands and the analysis techniques to be employed. Moreover, while the applicant includes a description of measures/instruments (e41), it is not explicitly clear which data sources will produce qualitative or quantitative data. In addition, without this specific information it is not clear if all methods of evaluation will provide valid and reliable performance data on relevant outcomes.

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.
- (ii) The extent to which the budget is adequate to support the proposed project.
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.
- (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.
- (v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

The applicant commits ample and adequate support to the project in the form of collaborations with various institutional departments to ensure successful implementation. In addition, the applicant will absorb several programmatic costs of administering the project including paying instructors and providing professional development (e49-e50). To ensure sustainability of the project, the applicant will rely on successful collaborations and the development of a multi-pronged plan with organizations that have previously been used (e51). For instance, the applicant has partnered with the Belk Foundation who has committed to be “helpful as both a funder and connector to ensure the sustainability” of the proposed project (e210).

The budget is adequate and follows all regulatory guidance including adhering to the 2% administrative cost cap and the 100% cost match (e49).

The applicant has documentation of LEA partner’s specific commitments and each offers support that is relevant to the project (such as in – kind support for substitute teachers for mentors and 10% time and effort for distract staff) and will aid in successful project implementation (e204 – e213)

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan**1. D. Quality of the Management Plan (20 points)**

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of 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.**
- (ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strengths:

The applicant’s management plan (pg. e52 – e62) provides a comprehensive view of project tasks and delineates how and when milestones will be achieved and also describes project activities and persons responsible for various tasks. The applicant also includes a information in Table 5 (Project Timeline & Responsibilities; e 52-e62), that clearly indicates goals and related strategies, persons responsible for overseeing implementation of the strategies and the level of effort required is adequate to accomplish tasks. Utilization of this plan will serve well in the management and implementation of the project.

Moreover, the inclusion of Program Advisory Committee (PAC) made up of university and school partners (e59), who meet regularly, is a sufficient method to ensure that all stakeholders have access to necessary data and timely feedback that can be used to make recommendations to continuously improve the project (e59 – e62).

Weaknesses:

No weaknesses noted

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. Increasing Educator Diversity (Up to 4 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 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.**
- 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.**

Strengths:

As a hallmark of its redesigned residency model, the applicant proposes to create a convenient, affordable program that will attract a more diverse pool of teacher candidates. In addition, innovative recruitment initiatives are targeted at male teachers of color. The streamlined curriculum delivered in a distance education format (combining 100% online coursework with some opportunity for candidates to meet with a coach) along with the provision of coaching and mentor support that involves pairing minority student teacher candidates with career clinical educators of the same race/ethnicity in schools will ensure that underrepresented candidates are represented in the program and ultimately retained as teachers (e62-e63).

Weaknesses:

No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

1. 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 educator 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's proposed project clearly and sufficiently meets the competitive preference priority. Through its redesign efforts, the residency model will combine critical TESL-focused coursework, PD, and teaching experience into a teacher training program for aspiring middle and secondary teachers in a variety of hard-to-staff subject areas, leading to dual certification in both a hard-to-staff content area and K-12 ESL (e64).

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3**1. Meeting Student Social Emotional, and Academic Needs (Up to 2 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.**
- b) **Implementing evidence-based practices for advancing student success for underserved students.**

Strengths:

The applicant proposes comprehensive strategies to address this priority. Specifically, to equip content area teacher candidates with the knowledge and skills necessary to foster a sense of belonging and inclusion in their students, the applicant will provide support and professional development via a customized program of study that infuses coursework focusing on multicultural education with a series of workshops to develop intercultural competence and enhance confidence and ability in implementing culturally responsive teaching practices.

In addition, regarding advancing student success, the applicant will train teachers to incorporate the evidenced-based practice of integrating oral and written English language instruction into content-area teaching. Both strategies have great potential to improve students' social, emotional, academic and career development (e65).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4**1. 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 implement responses, and that may include pedagogical practices in educator preparational 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 clear plan to promote educational equity via the proposed project. To promote educational equity, the applicant intends to recruit 36 diverse teacher candidates over the period of federal funding and will prepare the to become middle and high school teachers. In addition, the provision of customized coursework and professional development, has a great likelihood of preparing the teacher candidates to effectively teach not only a hard-to-staff content area, but also to meet the needs of underserved ELs, and ultimately lead to dual certification in both the content area and K-12 ESL (e65).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

1. Partnership Grants for the Establishment of Grow Your Own Programs

Projects that establish Grow Your Own 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.

Strengths:

No strengths noted.

Weaknesses:

The applicant does not address this criterion.

Reader's Score: 0

Status: Submitted
Last Updated: 06/03/2022 06:06 PM

