

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

Status: Submitted

Last Updated: 06/07/2022 11:04 AM

## Technical Review Coversheet

Applicant: Three Rivers Education Foundation, Inc. (S336S220006)

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 Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	28
<b>Quality of the Management Plan</b>		
1. Management Plan	20	18
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	4	4
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	2
<b>Competitive Preference Priority 4</b>		
1. Promoting Equity	2	2
<b>Invitational Priority</b>		
<b>Invitational Priority</b>		
1. Grow Your Own	0	0
<b>Total</b>	<b>111</b>	<b>107</b>

# Technical Review Form

Panel #9 - Panel - 9: 84.336S

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

Applicant: Three Rivers Education Foundation, Inc. (S336S220006)

## 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:

- (i) The applicant demonstrates a rationale for the proposed project that is supported by a logic model and evidence-based research that addresses all elements of the project, designed to enhance teacher preparation for pre-K to university levels. (e.27, Appendix C)
- (ii) There are five clear program goals with related objectives that are measurable to coordinate program elements and provide baseline for determining how the implementation process will target project outcomes. Relevant program goals are listed, for example, to establish and increase collaborations with IHEs and LEAs in partnership to develop teacher residency and administrative leadership internship programs that impact high-need school districts in the state. One of the objectives listed to address this goal is to identify and select members from the partnership, appoint a representative, establish a schedule of quarterly meetings with a one-year action plan. (e.27)

Each program goal contains the corresponding implementation and measurable objectives. The goals and objectives are clearly specified, and they are appropriate to achieve the desired program outcomes. (e 27)

- (iii) The proposed project focuses on a comprehensive plan to improve teaching and learning, with strategies and services that support high-quality methodologies and evidence-based research. (e41)
- (iv) The proposed project provides an extensive account of evidence-based research and practices and knowledge of the needs of the target area. For example, there are no IHEs in the area offering intensive, year-long residency programs that lead to a master's degree or specific programs for retention of teachers. (e 45)
- (v) The applicant provides a good plan describing how the project design has embedded continuous improvement processes and assessments to ensure that any needed modifications can be identified and efficiently identified to produce the desired outcomes. Performance feedback includes observations, coaching data, completion of the master's program and impact of the work on student achievement. (e 70)
- (vi) The applicant clearly indicates how the program will build capacity by improving the content knowledge and pedagogy of 40 educators and prepare 20 new school leaders with high-quality support for sustained instructional improvement. Distance technologies will supplement the F2F hours required and reduce travel. Videos of teachers and virtual meetings will be captured to encourage reflections and conversations. (p. 58)

**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:**

(i) The proposal includes an evaluation plan that utilizes summative and formative methods with quantitative and qualitative data, necessary to measure validity and reliability when addressing a clear focus of the proposed services and desired outcomes. For example, a recruitment database of prospective candidates will be the data source that will be collected semi-annually, and the methods will include the total number of people recruited and selected, the total number of candidates enrolled, the percentage of candidates retained and a pre/post analysis of partnership enrollment data. (e 51)

The applicant describes staff involved, the Evaluator and program staff, and identifies the connection or relevance to GPRA certifications. (e 51)

(ii) The proposal contains evaluation methods that are thorough, feasible and appropriate, providing measurable goals and objectives and determine if the desired outcomes were achieved. For example, the second research question asks about the quality of the coursework, professional development and IHE programs, to learn if program objectives were met. The appropriate measurement tools and methodologies are included. (e53)

**Weaknesses:**

No weaknesses noted.20

**Reader's Score: 20**

**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:**

(i) The applicant describes the in-kind resources provided to the project: staff resources like 0.20 FTE and 44% fringe for the Director's salary and lists each one of the in-kind donations of time and effort for other key personnel. Other support includes travel to and from planning and advisory meetings, and travel to sites for supervision. The applicant will provide meeting space, workshops, professional development providers and school-related resources. (e 58)

(ii) The applicant proposes a budget of \$9.1M for the five-year period and a cost share of \$9.1M, at a cost per student of \$270/yr. The budget is adequate to serve the school districts and to support the scope of the services.

(iii) The costs are reasonable and support high-quality strategies that will enhance the curriculum, services, and platforms for access with the use of distance technologies. Online resources that include videos of teachers, materials and interactive sessions that will reduce travel time and costs while allowing participants to participate in professional development. (e. 59)

(iv) The applicant describes the financial commitment from the applicant, the LEAs and Eastern New Mexico University to ensure that the program continues after federal funding ends. (e 60)

(v) Not addressed.

**Weaknesses:**

More details are needed to describe the relevance and demonstrated commitment from each partner to determine how the program will be supported to deliver the services identified in the proposal. There is insufficient information on who will be in charge of financial management, and fiduciary concerns.

**Reader's Score: 28**

**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:**

(i) The management plan is well organized under each program goal with activities related to each program objective, benchmarks, timeline, and the staff responsible. For example, under Goal 1, several activities are listed to establish, increase collaborations, and maintain partnerships with IHEs and LEAs to develop the proposed project. One of the Work Plan for this objective is to identify and select representatives and appropriate steps are described. (e.60)

(ii) The applicant adequately describes how the project design has embedded continuous improvement processes and assessments to ensure that any needed modifications can be identified and efficiently identified to produce the desired outcomes. Performance feedback includes observations, coaching data, completion of the master's program and impact of the work on student achievement. (e. 70)

**Weaknesses:**

More details are needed to better describe how activities will be carried out such as the need to identify who will oversee grant funds management, and other fiduciary concerns. This is important to clarify how will the management plan incorporates budgetary responsibility and accountability with the appropriate procedures as required by the program.

**Reader's Score: 18**

**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:**

(a) The applicant is a Minority Serving Institution in high need schools district that incorporates best practices to attract, support, retain, graduate and complete professional development, internships and licensure of underrepresented teacher candidates and increase educators' diversity. The proposal meets this Competitive Preference Priority. (e 20)

(b) The project is designed to address the teacher and leader shortages in the state of New Mexico and implement partnerships with IHEs and LEAs to increase collaborations and implement a leadership program that include teacher residency programs and administrative internships. The program impacts high-need, high-poverty, rural school districts and will recruit qualified individuals that will reflect the demographics of the district populations, improve the quality of novice teachers, and expand access to high quality professional development while increasing the rigor and depth of experiential elements in IHEs clinical experiences. (e 21)

**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 meets this Competitive Preference Priority by proposing a project to support a diverse educator workforce and Professional Growth to strengthen student learning. The target area experiences a significant inequity in students from underserved populations and the schools to serve them. Teachers in those districts do not have access to high quality comprehensive programs to prepare teachers with high standards to meet the demand for teachers in special education, secondary mathematics, and science education and increase leader effectiveness. (e 25)

##### 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:

a) The applicant meets this Competitive Preference Priority by addressing the students' social, emotional, and academic needs of teacher candidates and to prepare them to create inclusive, supportive unbiased, identity-safe classrooms for their students. (e 25)

b) The proposed project will implement strategies, methodologies and services based on evidence-based studies. The research provided indicates that providing support for socio-emotional and academic needs benefits students social and emotional wellness but also academically. (Cross, et. al., 2019) (e 25)

##### 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:

a) The applicant proposes a project that is designed to promote equity in student access to educational opportunities and resources. The project will examine the sources of inequity in elementary, middle and high school settings. (e 26)

b) The project will provide participants with strategies, activities, methodologies, and simulations as part of the professional development, and leadership coursework. The curriculum will be intentionally designed for teachers and leaders in education, to examine the sources of inequities at varying grade levels and develop responses, improve pedagogical practices that are inclusive. (e.26)

#### 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:

Not addressed.



**Weaknesses:**

Not addressed.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   06/07/2022 11:04 AM

Status: Submitted

Last Updated: 06/07/2022 08:54 PM

## Technical Review Coversheet

**Applicant:** Three Rivers Education Foundation, Inc. (S336S220006)

**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 Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	30
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	4	4
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	2
<b>Competitive Preference Priority 4</b>		
1. Promoting Equity	2	2
<b>Invitational Priority</b>		
<b>Invitational Priority</b>		
1. Grow Your Own	0	0
<b>Total</b>	<b>111</b>	<b>111</b>

# Technical Review Form

Panel #9 - Panel - 9: 84.336S

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

Applicant: Three Rivers Education Foundation, Inc. (S336S220006)

## 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 proposal utilizes the 2020 New Mexico Higher Education Report to demonstrate a rationale for the project and provide a strong basis for the need of the program to improve teaching and learning and support rigorous academic standards in New Mexico.. (e19).

Three Rivers Education Foundation, the lead, has partnered with Eastern New Mexico University, and 10 New Mexico school districts to provide students with high-quality teachers and leaders to establish and sustain a partnership that targets teacher and leader retention which will successfully build program capacity over a three-year period.(e20).

The project uses a variety of strong program models, such as the Professional Development School (PDS) model, the Boston Teacher Residency Model (BTE), Cognitive Coaching, and Professional Learning Communities(PLC) will build performance feedback and continuous improvement into the project.

The program is strengthened by clear and measurable goals, objectives, and outcomes that are an integral part of the project design and reflected in the action plan ensuring targeted action toward the stated purpose. (e40)

#### Weaknesses:

No Weakness 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 project provides 5 thoroughly appropriate goals, objectives, using a quasi-experimental method that will result in valid and reliable data on relevant outcomes. (e40-45) The quasi-experimental method of evaluation reduces randomized data and will target the program feedback more accurately.

The matched comparison classrooms used in the evaluation design will produce reasonable data and produce effective feedback to the program. (e45)

Formative and summative student performance data will be compiled annually to analyze academic success of participants' students increasing continuous feedback to targeted districts. (e50) and justify the purpose of the project which is to improve student achievement. This success will increase District commitment to the program. (e49)

### Weaknesses:

No weakness noted.

Reader's Score: 20

## 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 TREF ensures the adequacy of support by providing resources, including staff time, evaluation, faculties, supplies and a Project Director and Program Coordinator, who will work closely with the team. (e57)

Several Resources for in-kind match are described to provide adequate, sustainable support.(e57) The proposal includes resources that provide adequate and sustainable support by using in-kind match funds for the support of 40 teachers. (e57)

The Budget Summary shows cost that are reasonable in relationship to the program goals and objectives and are adequate to the support of the proposed project by equating the proposed service to \$270 per student per year in the impacted districts.(e58) (e192)

The MOU's show firm commitment of partners to the project by detailing their commitment to placement and mentorship with release time for teachers. (e108-117) (e165-173)

**Weaknesses:**

No weakness 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:**

A detailed work plan is included with the proposed project that addresses activities, responsibilities, timelines, milestones and outcomes ensuring feedback and continuous improvement of project. (e60-70)

An adequate logic model is included in the plan that will reinforce the feedback in the operation of the proposed project. (e97)

**Weaknesses:**

No Weakness 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 partnership is with a Hispanic-Serving Institution, Eastern New Mexico University (ENMU) and is designed to diversify the teacher leader pipeline.

**Weaknesses:**

No weakness 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 project will increase the number of teachers with dual certification in the shortage areas of mathematics, science and special education. (e25)

**Weaknesses:**

No weakness 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 project will create a safe climate in coursework, clinical experiences, professional development and mentoring to foster a sense of belonging and inclusion among candidates (e28)

**Weaknesses:**

No weakness 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:**

A variety of coursework and ongoing professional development, activities and simulations are designed into the program to adequately assist teachers and leaders in analyzing and developing learning responses to inequities that will result in improvement to pedagogical practices that are inclusive. (e26)

**Weaknesses:**

No Weakness 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:**

Not addressed

**Weaknesses:**

Not addressed

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 06/07/2022 08:54 PM



Status: Submitted

Last Updated: 06/03/2022 04:59 PM

## Technical Review Coversheet

Applicant: Three Rivers Education Foundation, Inc. (S336S220006)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	30	27
<b>Quality of the Management Plan</b>		
1. Management Plan	20	19
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Educator Diversity	4	4
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	3	3
<b>Competitive Preference Priority 3</b>		
1. Meeting Student Needs	2	2
<b>Competitive Preference Priority 4</b>		
1. Promoting Equity	2	2
<b>Invitational Priority</b>		
<b>Invitational Priority</b>		
1. Grow Your Own	0	0
<b>Total</b>	<b>111</b>	<b>107</b>

# Technical Review Form

Panel #9 - Panel - 9: 84.336S

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

Applicant: Three Rivers Education Foundation, Inc. (S336S220006)

## 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:

(i) The proposed project demonstrates a rationale for designing comprehensive teacher residency and administrative internship programs strategically selected to enhance Pre-kindergarten and university level teachers. The research-based initiative is focused on connecting learning theories. The research-based framework supports high-impact practices, community immersion processes, competency-based credentialing, clinical preparation strategies, and leveraging pedagogies. The project utilizes a modified Boston Teacher Residency model referencing its fifth-year retention study that documented that the teacher residency program demonstrated a 75% retention rate in the fifth year of teaching ga compared to the retention rate of 51% for nonresident prepared teachers. P. e 27

A well-developed Logic Model is narrated to demonstrate the program rationale. Measurable objectives and activities are sequenced in the Logic Model to improve teacher and school leader preparation, increase teacher effectiveness, and enhance student academic progress in reading and mathematics. P. e 98

(ii) The program goals, objectives, and outcomes are specified and detailed, positioned to be achieved by the proposed project. The Logic Model articulates a rationale and overview of the program components. Five program goals are identified and detailed through the narrative. The goal is to establish and sustain collaboration through partnerships to develop and implement teacher and administrative residencies to improve high-needs schools and students' learning. Objectives are measurable to focus on recruiting teachers and leaders through a rigorous selection process and acceptance into master's degrees. An additional significant program goal is identified as focused on support for participating school leaders in rural high-needs districts in a two-year induction. P.98

(iii) The proposed project is referenced as a part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. This is evidenced in referencing that the university will use evaluation data from the program to make adjustments. The university liaison staff position is referenced to engage in routine visits to the program to coordinate its research-based instruction with the conditions in real-life education settings. P.47

(iv) The program design reflects up-to-date knowledge from research and effective practice. This is evidenced throughout the narrative and in a comprehensive Reference Section in the appendix. Specific research cites a New Mexico State University Southwest Outreach Academic Research Evaluation and Policy Center to document the number of teacher vacancies in the state that doubled from 571 in 2020 to approximately 1000 in 2021. P. 72

(v) The applicant details multiple opportunities to gather data to report performance feedback and continuous improvement, serving as integral to the design of the proposed project. The participants' performance based on observation and coaching data, the teacher resident completion rate for a master program, and the impact of the program on student performance and monthly meeting providing an assessment of the program is effective program strategies for gathering feedback for continuous improvement. P 70, 71

(vi) The applicant specifies the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance through the development and implementation of a research-based replicable and scalable model for the state and beyond. The organization is a nonprofit regional organization fully staffed with resources and staff and is experienced in operating the model beyond the grant period. The foundation leadership is committed to supporting the program beyond the grant period. P. E 59

**Weaknesses:**

None are 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:**

(i) The program evaluation methods are precisely designed and focused on providing valid and reliable performance data on relevant outcomes and meeting What Works Clearinghouse Design Standards with Reservation to ensure the study design provides a moderate level of evidence of effectiveness. The application employs student assessment data used by the New Mexico Public Education Department, which are valid and reliable measurements. Measurements are specified as tied to GPRA measures to ensure validity. Evaluators are noted as engaged in the program focused on a quasi-experimental design with matched comparisons. P. 48. 49

(ii) The application identifies and narrates methods of evaluation that are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The program aims to improve student achievement by improving the preparation of new teachers and holding IHE accountable while retaining highly qualified individuals, including new teachers and persons from various industries. The methods are referenced as appropriate and structured to engage program partners with an institution of higher education, ten LEAs, and the foundation. P. 49

(iii) A detailed mixed methodology design collects quantitative and qualitative data on program participants. The evaluation plan is a quasi-experimental design that compares data on participating teachers and leaders with data on non-participating teachers and leaders and longitudinal analysis. Research is referenced and aligned to the identification of data sources, data collection period, the method of study, the person responsible, and the connection to GPRA, P. 51-56

**Weaknesses:**

None are noted.

**Reader's Score: 20**

**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:**

- (i) An adequate level of support is narrated, including facilities, equipment, supplies, and other resources, from the applicant organization. The lead organization is a non-profit foundation. The Three Rivers Foundation references its financial offices and staff and their competencies. The Three Rivers Foundation specifies the various resources committed to the program, including staff time, office space, supplies, and several resources as a match to ensure adequate support. The organization's commitment is charted, identifying each staff person committed to the project, cost, and fringe benefit contributed. Key staff committed to the project include the Executive Director, the Financial Officer, the Director of Grants, and the Central Office Technical and Clerical support. P. 57, 58.**
- (ii) The proposed program budget is adequate to support the proposed project. The \$9.1M grant budgeted with the \$9.1M cost to total \$18.3 M equates to \$270. Per student per year impacts the school district and student achievement.**
- (iii) Costs are reasonable regarding the proposed project's objectives, design, and potential significance. The budget is reasonable in its impact on improving teacher preparation by increasing teacher effectiveness in retention and teacher and leader effectiveness and implementing teacher retention and students' achievement in reading, mathematics, and science. P. 58**
- (iv) The application asserts its ability to continue the program beyond the length of the grant. The applicant claims a general reference to its history and successful operations since 2008, demonstrating its sufficient resources to operate the project beyond the length of the grant. P 60**
- (v) The applicant asserts that the university and LEA partners are committed to the project's success. The application references the project as a shared investment model to continue beyond the grant period. P. 47**

**Weaknesses:**

Information is lacking to narrate a multi-year financial and operation model and accompanying plan that demonstrates the commitment of any partners; the evidence from stakeholders is of broad support.

Information is general in addressing the criteria detailing the ability of the lead organization to sustain the program, and plans are not referenced related to securing financial support integral to program sustainability and identifying any collaboration with school districts.

Letters of support from the partners are present in a similar format. They lack specific information to substantiate the information in the narrative defining the partners' commitment to the project's success.

**Reader's Score: 27**

**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:**

(i) The applicant articulates an adequate management plan to achieve the proposed project's objectives, including clearly defined responsibilities and milestones for accomplishing project tasks. An Organization Chart delineates program leadership through three key program divisions and components. A comprehensive work plan is narrated, identifying the five goals aligned to measurable objectives, activities timeline, and the person designated as responsible for each objective. For example, a goal is focused on governance to establish, increase collaboration, and sustain a Partnership of professional educators from the school districts and institutions in higher education to develop and implement teacher residency and administrative leadership programs that impact high-need school districts in News Mexico. P. 66

(ii) The application effectively details procedures for ensuring feedback and continuous improvement in the operation of the proposed project through ongoing, varied approaches and mechanisms to assess program progress and identify areas of need. Ongoing assessment to garner feedback includes observations, coaching data, and feedback from participants and schools on the program's impact on student achievement. Monthly Professional Development School group meetings, gather performance feedback and assess progress towards intended outcomes. Ongoing evaluation of the program's components detailed in the objectives is scheduled for evaluation, noted in the workplan. P. 71

**Weaknesses:**

(ii) The work plan lacks a structured schedule of activities to be completed within a given time frame. The application references a Plan-Do-Study-Act cycle process; however, specificity is lacking related to timeframes in this

approach to program management.

**Reader's Score: 19**

### 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 application references research to address the priority referencing that teachers of color benefit all students and can have a strong positive impact on students of color. Research is cited to document that approximately one in five teachers are people of color, compared to more than half of the K–12 public school students they serve. The application references data demonstrating New Mexico principals and assistant principal workforce could benefit from greater diversity. The applicant asserts to diversify the teacher and leader pipeline in program outreach and services and address the shortage of teachers and leaders developed and implemented in partnership with a Hispanic-Serving Institution, Eastern New Mexico University (ENMU.) P. 25

The application identifies the target ethnic composition of the target population specifying that the participating school districts represent a sizeable ethnic population with the majority of students of Hispanic or Native American origins. For example, it is noted that of the 13,230 students from the high-need LEAs engaged in the grant proposed program that nineteen of the schools serve a predominantly Native American and Hispanic population. P. 35

#### **Weaknesses:**

None are 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 is designed to increase the proportion of well-prepared, diverse, and effective educators serving students by increasing the number of certified teachers in a shortage area. The program design is developed to support a diverse educator workforce and provide professional development focused on designing students' academic performance. The application specifies program participation to serve teachers and leaders identified from low-income communities. The applicant asserts that the proposed project meets the priority by increasing the number of teachers with dual certification in mathematics, science, and special education shortages. P. 25

**Weaknesses:**

None are 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 application is designed to improve students' social, emotional, academic, and career development, focusing on underserved students, by creating a positive climate at higher education institutions by implementing evidence-based practices for advancing student success for underserved students. A comprehensive GEPA statement encompasses a program that focuses on equity. The program design recognizes teacher candidates' social, emotional, and academic needs, fostering each candidate's skills and knowledge and creating inclusive, supportive, equitable, and safe learning environments for students. The application references research studies demonstrating that children learn, grow and achieve at higher levels in safe and supportive environments in elementary and secondary schools. P. 25

**Weaknesses:**

None are 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 application proposes a program design focused on promoting educational equity and adequacy in resources and opportunities for underserved students by examining the sources of inequity and inadequacy in PreK-12 schools as a component of the teacher and leader program. The University and ongoing professional development, activities, and simulation are specified to intentionally engage teachers and school leaders in actions to examine the sources of inequity at varying grade levels and, through the program, develop skills to address those inequities in educational settings. It is specified that the program is designed to serve educators in knowledge and skills to improve pedagogical practices that are inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

**Weaknesses:**

None are 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 applicant does not address this priority.

**Weaknesses:**

The applicant does not address this priority.



**Reader's Score:** 0

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**Status:** Submitted

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