

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

Status: Submitted

Last Updated: 06/05/2022 10:53 PM

Technical Review Coversheet

Applicant: Georgia Gwinnett College (S336S220007)

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	20
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	111

Technical Review Form

Panel #2 - Panel - 2: 84.336S

Reader #1: *****

Applicant: Georgia Gwinnett College (S336S220007)

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 has provided a logic model (e52) outlining its inputs, activities, outputs and outcomes. The logic model demonstrates a clear rationale for the project design and how it will lead to intended outcomes. Having a solid logic model helps guide the project's direction and ensure there is clear sequence of activities and events to achieve intended outcomes.

The applicant has provided a clear rationale for partnering with an Hispanic Serving Institution to increase diversity and teacher certifications in the district's shortage areas. In GCPS, the largest demographic of students is Hispanic, at 33.4%, while only 6% of GCPS' current teachers are (e27) Hispanic. Increasing the number of teachers who look like the students they will serve will ultimately help support the academic attainment and general well-being of the students.

GCPS' teacher turnover rate (19%) is high compared to the state average (9%), and highest among novice teachers (e26). Creating a two-year induction program will provide professional and collegial support to novice teachers and ultimately help improve teacher retention within the district.

The applicant has clearly specified goals and objectives with measurable outcomes (e29-30). For each objective, the applicant has provided two objectives with corresponding measurable intended outcomes. Providing clear, measurable targets will provide a more objective basis for evaluating the program's effectiveness.

The proposed project demonstrates a comprehensive effort to improve teaching and learning, through teacher recruitment, retention, mobility, job satisfaction and performance, while increasing the number of teachers in critical shortage areas who represent, in terms of diversity, the students they serve (e13).

Between GCPS and GGC, several efforts have been put in place to improve teaching and learning and support rigorous academic standards (e35). For example, in FY2020, GCPS was awarded a Teacher and School Leader (TSL) Incentive grant to establish a career ladder for teachers (e35); since the pandemic, GCPS and GGC also formed a partnership where students performing below grade level in high-need schools receive weekly individual tutoring from GGC

undergraduates, who are paid for providing this service; and in 2021-22 and 2022-23, GCPS offered recruitment incentives for newly hired teachers who complete the year and sign a contract to return the following year.

Design of the proposed program is based in research. For example, Young, et al (2017) has demonstrated that an important aspect of retaining teachers is providing effective and comprehensive induction programs. The proposed project will provide a two-year induction program for novice teachers (e33), which also provides leadership training, in addition to social and emotional support through monthly check-ins as a cohort group, creating a peer support network, an approach dubbed as “critical mentoring” by Gist et al (2021).

Findings from Henry, Bastian & Smith (2012) suggest that teachers who received a competitive award were 1.1 times more likely to remain teaching in public schools than their in-state prepared peers and that the students of these teachers performed higher in math than similar non-award recipients. The proposed program will provide a paid fellowship for 20 teachers per year, based on these findings. Designing the project on the basis of evidence based practices will support the likelihood that the project will achieve its intended outcomes and effects.

The applicant has put mechanisms in place to make gathering feedback and ensuring continuous improvement an integral part of the project’s design. For example, regular meetings have been established to create feedback loops for the purpose of continuous communication and improvement (e66) and annually, GSC School of Education faculty participate in a review of its program and learning outcomes to identify strengths and areas of improvement (e43).

Approximately 20% of GCPS’ teacher workforce are novice teachers. The proposed project is designed to build teacher capacity by expanding professional learning supports for novice teachers and build their capacity to deliver more effective instruction (e45).

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:

To support the validity and reliability of performance data collected as part of the project, the evaluation will include comparison groups. Teachers in the program will be compared to teachers in the district with similar characteristics (e.g., school level, content area, percentage of economically disadvantaged students taught) who did not complete the program, to determine their effect on student outcomes (e46). Using a comparison group will help support stronger correlations between the interventions of the program and any identified effects on performance data.

To increase the precision of estimates related to program impacts on student outcomes, gender and economic disadvantage status along with individual-level test scores lagged one year will be used (e46). This

will help control for extraneous variables that could impact performance data and program outcomes.

Surveys used for the project have been field-tested and are supported by strong evidence of construct and concurrent validity and internal reliability, utilizing reliability coefficients ranging from 0.81 to 0.94. The minimally acceptable coefficient generally used in research is .70 using coefficients ranging from .81 to .94 demonstrates strong reliability (e47).

The applicant has provided a robust and feasible plan that is appropriate to the goals, objectives, and outcomes of the project. The applicant has directly aligned each, goal, and thus each objective and outcome measure to relevant methods of data collection and evaluation (e49-50). Doing so will help ensure that each goal, objective and outcome is accounted for and addressed in the evaluation process.

The applicant has also included a mix of qualitative (e.g., focus groups) and quantitative data (e.g., surveys, assessment data) sources (e49-50) to evaluate the project. Including both sources of data will help produce a more comprehensive picture of the project and its related outcomes and also help increase reliability of results, as data are triangulated among sources. Data collection tools to be used are appropriate to the goals, objectives and outcomes of the project.

Weaknesses:

No weaknesses 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 proposed project includes the support and coordination of multiple divisions (e.g., Business & Finance, Teaching & Learning, Human Resources, and Research & Evaluation) within GCPS (e51). Having the support of multiple divisions supports implementation of the project, alignment of resources and coordination of efforts within the district, which will ultimately support the overall success of the project.

GCC will provide office space, as well as access to an administrative assistant, office supplies/equipment, and conference rooms to the project assistant. This space can be used for meeting with teacher recruits for the project. The project director will also have access to all school of education facilities to hold recruitment events, interviews for teacher

candidates, and general meetings teacher candidates and project staff (e52).

The project includes several key personnel to support implementation. The project director will have support from the GGC grants office, school of education, and the business/finance office. This will help ensure all project activities and reporting are completed on time and within budget and that all expenditures are tracked and recorded accurately (e53).

The proposed budget is adequate to support the proposed program, including reasonable salaries, stipends and fringe benefits; travel for field supervisors, required meetings and conferences; program supplies, and partnerships (e186).

Given average costs for teacher attrition within districts (~\$15.3 million for GCPS, based on the most recent figures), the cost to administer the proposed project is reasonable and a costs savings in that it is likely to eventually reduce teacher attrition within the district, savings millions in future funding (e54).

Salaries for staff of the proposed project are reasonable, relative to the salaries of staff with similar positions at GGC and GCPS. Coaches are paid in accordance with teacher salary schedules approved by the GCPS Board of Education and the determined project coordinator's salary utilizes adopted salary guidelines for GGC (e56).

The GGC President and GCPS Superintendent have stated their intent to extend the partnership beyond the period of federal financial assistance (e44). Having the buy-in of leasers within these partner institutions increase the likelihood that the project will be sustained beyond the period of financial assistance from this grant.

The applicant has included letters of support (and an MOU) from its key partners (e118). Providing such letters of support demonstrates each partner's commitment relative commitment to the project.

Tenets of proposed program directly align to the strategic goals adopted by the school board through the Strategic Direction for 2020-2030. Among those goals are "Recruit, employ, develop and retain a workforce that achieves the mission and goals of the organization," GCPS employees will respect cultural differences and build on the rich diversity of their student population; communicate in effective and meaningful ways that foster positive relationships; and that GCPS will promote culturally responsive classrooms (e58). All of which are incorporated into aspects of the program. Having the program aligned to the strategic goals of the school board helps create buy in and a likely commitment to sustainability of the program.

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 has clearly defined the responsibilities of each key personnel (e60) and work division (e61-62). Having a clear understanding of the general areas of responsibility and specific areas of expertise for each staff member helps support the separation of duties and responsibilities, which will ultimately reduce confusion and support the project being completed on-time and within budget.

The applicant provided a detailed management plan with goals key milestones, timelines and responsible parties (e63). The timeline includes all key aspects of the program, including points for evaluating data to ensure continuous improvement throughout implementation. Building in time for the evaluation of data and improvements to implementation will help support ensure those aspects of the project are not neglected throughout implementation. Having clearly defined responsibilities, timelines and milestones, as well as quarterly reviews of implementation plans will also help support completing the project on time and within budget.

To facilitate continuous improvement, annually, GSC School of Education faculty participate in a review of its program and learning outcomes to identify strengths and areas of improvement. During this process, data are analyzed from various sources, including data on student learning measure effectiveness and a written report is developed and translated into a presentation shared with colleagues for discussion of potential reforms, resource gaps, actions need and curriculum changes (e66).

Regular meetings have been established to create feedback loops for the purpose of continuous communication and improvement. Project coaches will meet monthly with each principal and the program project director to provide updates on implementation, project progress, and any barriers to implementation (e43).

The project will employ a Quality Assurance System with six key assessments on five School of Education (SOE) domains. These assessments will be collected at various transition points during each semester to provide feedback on candidate performance and provide the opportunity for interventions or process improvements throughout the project (e19).

Perception surveys will be administered to stakeholders to gather feedback on teacher and student perceptions. From these surveys, detailed reports, combined with an interactive online dashboard will result. Information from the dashboard can be used for discussion and to guide, measure and suggest changes to the program, based on gathered feedback (e50). This process will support the opportunity for regular feedback and continuous improvement.

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 project will support the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through its partnership between Gwinnett County Public Schools (GCPS) and Georgia Gwinnett College (GGC), an Hispanic-serving institution (HSI) (e15). This partnership will prepare teachers at GGC and place them in GCPS. Because GGC has been designated an HIS, it is likely that more students of color will participate in the proposed educator preparation program taking place at this institution, which will inherently lead to more diverse candidates being placed in the partner district to increase the diversity of its workforce.

Select graduates of GGC (an HSI), currently working in GCPS will participate in a pilot, two-year induction support model to further support their transition into teaching (e18). Providing this intensive, structured support will help increase the likelihood of more diverse candidates being retained in high-need schools in GCPS. This is of particular importance, given that the teacher turnover rate in GCPS (16%) is high compared to state averages (9%), and highest among novice teachers (e26).

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:

Through a partnership between Gwinnett County Public Schools (GCPS) and Georgia Gwinnett College (GGC), the applicant will increase the number of diverse candidates obtaining teacher certification in critical shortage areas including secondary math and science (6-12), special education (K-12) and elementary English Learners' (ESOL-endorsed) teachers (e18).

Recruitment for the project will prioritize high-achieving GGC undergraduates who are also alumni of a GCPS high school. Doing so will help ensure candidates are well-prepared to teach and support the demographics of the schools to be served.

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 proposed program will provide professional learning experiences for teaching residents such as affinity groups, communities of practice, and monthly check-ins focused on teacher well-being (e29). Providing such supports will help support teacher retention and well-being, as well as foster a sense of belonging and inclusion.

GCC's Student Success Center will offer workshops on topics such as time management, stress management, and how to care for personal well-being so students are better equipped to adapt and thrive in the college environment (e38). Providing such supports will help support candidate persistence and well-being in college, which increases the likelihood of graduation.

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 project will place teacher residents in one of 56 high-need schools in GCPS, including 33 elementary, 13 middle, & 10 high school (e26).

Professional development will be provided to both teaching fellows and their mentor coaches on the sources of inequity and strategies for addressing them in order to create inclusive, unbiased learning environments for their students (e24-25).

Through the GGC curriculum and support mechanisms in place, issues of equity, poverty, and teaching diverse students are addressed, including culturally relevant and responsive pedagogy (e32). This will further help prepare teachers to create inclusive learning environments for their students.

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:

N/A

Weaknesses:

N/A

Reader's Score: 0

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Technical Review Coversheet

Applicant: Georgia Gwinnett College (S336S220007)

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	20
Adequacy of Resources		
1. Adequacy of Resources	30	25
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 #2 - Panel - 2: 84.336S

Reader #2: *****

Applicant: Georgia Gwinnett College (S336S220007)

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 effectively demonstrated that the proposed project is aligned with clearly defined and sound rationale. It is evident that the project was developed in alliance with the partner LEA to address the challenges of hiring and retaining effective educators in their high-need schools. For example, the project will attempt to increase the diversity of the educator pipeline leading from Georgia Gwinnett College (GGC) to Gwinnett County Public Schools (GCPS), in critical shortage areas including secondary math and science (6-12), special education (K-12) and elementary English Learners' (ESOL-endorsed) teachers by placing teacher candidates in one of 56 high-need schools across the district. (pgs. e17-18) GCPS schools has a 16% turnover rate and a 19.2% retention rate for novice teachers with <= 3 years of experience, which demonstrates the need to strengthen GGC to GCPS teacher pipeline and build capacity to deliver a high-quality two-year induction program. GCPS is also the largest district in Georgia and has the largest percentage of English Learners (EL) with 1 in 5 GCPS students having a home language other than English. The applicant indicated that their largest demographic group is Hispanic (33.4% yet only 6% of GCPS current teachers are Hispanic so there is a need to increase the diversity of the GCPS workforce. Georgia Gwinnett College was recently designated as a Hispanic-Serving Institution. The extended induction support provided by both GGC faculty and GCPS staff to each first- and second-year teacher. An important aspect of retaining teachers is providing effective and comprehensive induction programs. The program is proposing to improve teacher retention in high-need schools by redesigning the induction support provided to novice teachers, piloting a 2-year induction program while developing additional resources tailored to the needs of novice teachers. The applicant is modeling the program using components of the Boston Teacher Residency which demonstrated that the residency program had been successful in recruiting teachers in hard-to-staff subjects, in increasing the diversity of the teaching workforce, and in reducing turnover among novice teachers as compared to traditional teacher preparation programs. The applicant is proposing that 80% of teachers residents will remain in full-time teaching positions in a partner high-need school system for 3 years. (pgs. e20-28)

(ii) The applicant provided three comprehensive goals with associated objectives and outcomes to be achieved by the proposed project. All of the objectives associated with each goal are aligned with GPRA indicators and measurable performance outcomes. For example, the primary goal for the project is to increase the number of highly qualified teachers who are committed to high-need schools, in urban and rural settings. Project activities associated with the goal

are to guide participants through a traditional residency model and a paraprofessional-to-teacher residency. The applicant indicated that performance measures aligned with the annual program objectives include the following: (a) 85% of teacher residents will complete licensure requirements within 2 years of acceptance; (b) 80% of teacher residents who complete university and licensure requirements will obtain a position inclusive of STEM content area in a high-need school district; and (c) 80% of teachers residents will remain in full-time teaching positions in a partner high-need school system for 3 years. The goals are reasonable because the project will implement a Grow Your Own component of the project, provide scholarships and stipends to further increase their chances of a 90% program completion and retention after two years. (pgs. e29-30)

(iii) The applicant effectively demonstrated that the proposed project components are elements of comprehensive efforts to improve teaching and learning. For example, the applicant evidenced that the program model and approaches support the development of highly effective teachers that can uniquely support high academic standards for students in four innovative ways: (1) a strong project team with focused collaborations with university professors and coaches, (2) a unique residency model developed to improve the practice of the teacher residents through Cohort based PLCs with sustainable practices for developing and improving teachers' instructional skills, (3) year-long paid clinical fellowship placement to prepare candidates specifically for the schools in which they will work, the GIFT curriculum integrates the schools' content-specific curriculum into the preparation program so selected candidates are fully prepared to teach to Georgia and GCPS standards on the first day they enter the classroom, and (4) an emphasis on reforming the extended induction support to each first- and second-year teacher to provide more intensive clinical experiences for pre-service teachers in critical shortage areas. (pgs. e30-35)

(iv) The applicant clearly demonstrated that the proposed project design is aligned with evidence-based research and best practices. The applicant will implement several evidence-based programs to support students' social and academic needs, thus also serving as recruitment and retention strategies. For example, the GGC 1000 First-Year Seminar is a one-credit course designed to increase academic and personal success. Cited in several sources, the first year experience courses have been found to have a significant and positive impact on credit accumulation, persistence, and degree attainment. The applicant cited strong research-based evidence to support the use of teacher residency model based standards. For example, the project engages in sustained and rigorous clinical learning with opportunities for candidates to practice and be evaluated in a school setting; and during the academic year. Candidates also participate in coursework that is integrated with the clinical residency experience; and receives ongoing support from a mentor. The project is aligned with the logic model and effectively demonstrates that the program's core principles are induction and mentoring program, instructional learning and pedagogical preparation and coaching with feedback. (pgs. e39-42)

(v) The applicant clearly demonstrated the project has strategically planned opportunities for project stakeholders to engage in performance feedback and continuous improvement throughout several components of the project. The applicant indicated that project will build feedback loops using the Carnegie Foundation for Advancement in Teaching (CF) for effective communication and coordination. For example, the applicant will embed the six core principles of improvement throughout the project, which will include: (1) make the work problem-specific and user-centered, focusing on the implementation of integrated learning, and the experiences of the teachers throughout the intervention; (2) variation in performance is the core problem to address the study between-school differences as well as differences between content areas in how the fellowship is being implemented; (3) see how local conditions shape work processes, touching base monthly with school and district leaders to document local school context for implementation support; (4) embed measures of key outcomes and processes, documenting GIFT teachers' evolving perceptions as well as GIFT coaches' perceptions of their support roles; and (5) engage in rapid cycles of Deming's Plan, Do, Study, Act (PDSA) Cycle; and (6) accelerate improvements through networked communities. Groups of stakeholders will meet monthly and quarterly to provide updates on implementation, project progress and to address any barriers or accelerators they experience. (pgs. e42-45)

(vi) The applicant adequately demonstrated that the proposed project has the potential to build capacity and exhibit results beyond the grant period. The project has the support of the University President and the LEA Superintendent, in which both see the mutual benefits and desire to continue working together. Data from the pilot of the GIFT program will be important to determine how to scale -up the program. Specifically, the results could have a lasting impact on the schools for placing future teacher residents in high-need schools and content areas with dedicated coaching support, but also allows for the possibility of a more intensive 2-year induction program designed to meet the needs of novice teachers

throughout GCPS. If there are positive results for reducing novice teacher turnover by even a small percentage, this can provide a significant cost savings to the district that will help fund the continuation of expanded induction support developed through the project. The applicant also indicated that the expansion of professional learning support for novice teachers, who comprise about 1/5 of GCPS' teaching workforce is helping the LEA build capacity and equip teachers and leaders with the skills to address students' academic needs along with their social and emotional needs to support their well-rounded development. (pgs. e44-45)

Weaknesses:

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

Reader's Score: 30

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 applicant provided a detailed evaluation plan with appropriate methods of evaluation to assess the effectiveness of the performance data on relevant outcomes. The applicant indicated that the key performance measure in the project is tracking the percentage of teacher candidates who meet all applicable State certification requirements. In order to access this measure, the evaluation plan includes a quasi-experimental design which will for measuring the effects of a two-year intensive novice teacher support program on teachers and students. At the end of grant year two, the evaluation will select comparison teachers from elsewhere in the district that are similar in terms of the school level and content area in which they are placed along with the percentage of economically disadvantaged students in their school. The two-level hierarchical model will be used to measure the effects of the intervention. Student achievement measures will include scale scores from the state ESSA assessments in math and ELA, administered annually. The outcomes of these tests will ensure validity and reliability as well as the integrity and consistency of administration across multiple sites. (pgs. e46-47)
- (ii) The applicant effectively evidenced that the evaluation plan proposes methods of evaluation that are appropriate to the

goals, objectives, and outcomes of the proposed project. For example, in addition to the quasi-experimental evaluation for comparison the applicant will track the TQP- GPRA performance measures to measuring the goals and objectives set forth for the project. The applicant will be using various data collection methods such as survey's, student achievement data, agendas and logs, professional learning feedback, and focus groups, the applicant will develop an interactive online dashboard, to provide a blueprint for formative discussion, to guide, measure and suggest change. GGC will track the performance of teacher candidates collecting data semi-annually on the percentages of graduates obtaining certification and in what content areas. The measurements of the data will provide the project with continuous quality assurance for analyzing outcomes, each year key assessments, student evaluations and stakeholders' feedback. (pgs. e48-52)

Weaknesses:

- (i) No weaknesses noted.

- (ii) No weaknesses 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) The applicant sufficiently demonstrated that Georgia Gwinnett College, who is the lead applicant organization will provide adequate support for the project. For example, the university will provide offices and classrooms and computer labs in the School of Education. Equipment such as computers and software will be available for student and staff use throughout the grant period. The Dean will share info on the program with other Deans at their regular college leadership meetings. Staff across GCPS will contribute to the project and supported by multiple divisions including Business & Finance, Teaching & Learning, Human Resources, and Research & Evaluation to ensure aligned resources are available to the GIFT fellowship program. One major way in which GGC has been able to adequately support GCPS is through the multi-year tutoring grant program. Many GGC teacher candidates get additional experience in literacy instruction by participating in tutoring opportunities in GCPS. (pgs. e 50-52)

(ii) The applicant effectively demonstrated that the budget is adequate to support the major project components. The applicant is requesting 3,766,607.00 in federal funds for the five year grant period and provided a match for the same amount. The applicant provided a detailed budget itemization and budget narrative allocations for federal, non-federal funds and matching in-kind contributions from both partners. The budget included cost of supplies, travel, personnel, new teacher classroom supplies kit, training materials, and the resident Summer Workshop. The budget allocates a Residents' Living Wage Stipends (20 students/year) of \$28,500 to each of the GIFT residents so they are able to dedicate themselves to the year-long clinical experience which is typically an unpaid student teaching experience. GCPS GIFT coaches will be compensated for additional duties and training during the fellowship year. GGC will hire a project coordinator to oversee the day-to-day operation of the project activities, keep detailed records of training events and expenditures, and serve as the main point of contact, or liaison between GGC and GCPS. (pgs. e53-55 and pgs. e4-17 Budget and Budget Narrative)

(iii) The applicant clearly demonstrated that the costs are reasonable in relation all of the components of the project. For example, the applicant is spending the majority of the project funds on project necessities outlined in the project narrative. There is no evidence of frivolous and unreasonable spending. For example, the budget cost for stipends and new teaching classroom kits are necessary for sustaining students who could possibly not be able to support buying teacher resources. The stipend also provides a retention resource for those not able to work during the in class teaching time. The fellowship salary of \$28,500 is well below what a first-year teacher would earn in GCPS, but it is reasonable compensation for a pre-baccalaureate teacher candidate. The GIFT Coaches are paid in accordance with the teacher salary schedules approved by the GCPS Board of Education and the GGC project coordinator's salary utilizes the adopted salary guidelines for the LEA and the institution. (pgs. e53-55 and pgs. e4-17 Budget and Budget Narrative)

(iv) The applicant reasonably demonstrated that both of the partners have discussed and projected ways in which they can share resources to sustain various components for the program in the future. For example, the partner LEA has adopted program elements that have become a part of the annual strategic plan, such as developing a workforce of highly competent teachers and staff who are also action oriented and innovative. GCPS was awarded a \$6 million 3-year federal TSL grant in 2020 and a federal Perkins Innovation grant in 2019 in which could support student tuition and teacher training. (pgs. e55-56)

(v) The applicant reasonably demonstrated the commitment of each partner to the implementation and success of the project. One of the ways included Georgia Gwinnett College (GGC) and Gwinnett County Public Schools hosting a joint signing ceremony marking the start of new strengthened collaboration. A copy of the MOU is located in Appendix H. The two partners are also engage in a partnership to provide tutoring to students to help them recover from learning loss due to the pandemic. For example, 75 GGC students will serve as tutors for approximately 170 students attending elementary schools in the county. It is expected that the tutoring program will reach into the school system's middle and high school ranks in the coming school year. The GGC tutors come from various Schools within the college, including undergraduate students majoring in education. GGC and GCPS have had a long-standing partnership in preparing teacher candidates to be profession ready. Currently, GCPS places approximately 250 GGC teacher candidates each year in schools across the district and 10% of GCPS' faculty are GGC graduates. Overall, the university and the LEA have had a long-standing partnership that has been beneficial for each. (pgs. e53-55)

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) The applicant does not provide a solid well-thought out plan that demonstrated either the partners will have the resources to fully support the project on a multi-year level financially. While the project benefits each equally, neither will have the resources. The applicant even mentioned that the LEA is facing many financial challenges, thus not able to

provide much support. (pgs. e51-53)

(v) No weaknesses noted.

Reader's Score: 25

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 effectively demonstrated that there is a management plan in place to guide the organization in achieving the objectives of the proposed project on time and within budget, including clearly defined responsibilities and phase-based timelines. (pgs. e53-60) The applicant provided evidence that the project tasks and activities are aligned with timelines for completion and milestones. The management plan included strategic planning for program development and effective tracking, and processes and procedures as to how the program will manage the progression of implementation. Based on a review of the timeline, the project has the potential to complete all project activities successfully. For example, by the end of fall 2022, the project will revisit the MOU between GGC and GCPS related to data sharing and partner responsibilities. The applicant will have released information about the program kickoff and meeting to review goals, milestones, and timelines. (pgs. e60-65)

(ii) The applicant clearly demonstrated the project has strategically planned opportunities for project stakeholders to engage in performance feedback and continuous improvement throughout several components of the project. The applicant indicated that project will build feedback loops using the Carnegie Foundation for Advancement in Teaching (CF) for effective communication and coordination. The project will engage in the use of GoReact which is a combination of cloud-based video recording, feedback, and analytics tools designed to simplify the collection of relevant data and skills-based learning for students and educators. GoReact documents progress, saving time and budget for faculty and supervisors, and giving preservice teachers visibility and feedback to become confident, reflective educators. In addition, this will build the capacity of their mentor coaches to deliver constructive feedback focused on improvement. Each year, the faculty of GGC SOE participate in an annual review process that is a multi-factor consideration of learning outcomes that focuses and clarifies program strengths and areas of improvement. Programs analyze data from various sources. The SOE Advisory Board meets with GGC to share current needs for the district and to collaborate on finding solutions that will work for both partners. The Advisory Board is composed of GCPS school board members, GCPS principals, community leaders, GCPS teachers, GCPS staff members and local business leaders. (pgs. e65-68)

Weaknesses:

- (i) No weaknesses noted.
- (ii) 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:

- (a) The applicant successfully demonstrated that the proposed Teacher Quality Partnership (TQP) grant addresses the preparation new teachers by implementing a pre-baccalaureate teacher preparation program that includes a year-long clinical fellowship experience. Through a partnership between Georgia Gwinnett College (GGC), a Hispanic minority-serving institution, and Gwinnett County Public Schools (GCPS), plan to increase the diversity of the educator pipeline leading from GGC to GCPS in critical shortage areas including secondary math and science (6-12), special education (K-12) and elementary English Learners' (ESOL-endorsed). The program called Gwinnett will be Inspiring Future Teachers (GIFT) placing teacher candidates in one of 56 high-need schools across the large, suburban district. (pgs. e15-16)
- (b) The applicant effectively demonstrated that the proposed project will implement comprehensive efforts by designing and delivering three key activities including: (1) recruitment and preparation of a more diverse pool of teachers to serve in critical-shortage areas, with an emphasis on recruiting Hispanic teachers. (2) an intensive year-long GIFT fellowship designed to support 40 brand new teachers (across two cohorts) in their transition from coursework to the classroom; (3) two-year induction support model piloted with the 40 GIFT fellows along with 36 GCPS paraprofessionals who are graduates of GGC's Special Education Bachelors program, in order to further support their transition into teaching, increasing the likelihood they will be retained in high-need schools. (pgs. e16-18)

Weaknesses:

- (a) No weaknesses noted.
- (b) 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 clearly demonstrated that the proposed project will recruit and support teachers to serve in secondary math/science, special education and ESOL which are deemed critical shortage areas not only by GCPS but also the Georgia Dept of Education. In addition, there are efforts through the program to prepare teachers to fill critical short vacancies especially in Special Education which includes paraprofessionals employed by GCPS. Recently, GGC and GCPS teamed up to offer an evening/weekend program that allows GCPS paraprofessionals (e.g., teachers' aides) to complete a bachelor's degree and become certified in Special Education while continuing to work. Successful candidates complete the degree program w/in six semesters.(pgs. e20-27)

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 indicated that the University has designed linked learning communities for students. Learning Communities are intentionally linked courses designed around an area of interest or goal for student success, and connect students with others having similar interests, help them build relationships with faculty and staff, and provide

great class schedules. The Student Success Center also offers workshops on topics such as time management, stress management, and how to care for their personal well-being so students are better equipped to adapt and thrive in the college environment. Mentoring and support for students is a key component of the college experience at GGC. Peers provide mentoring support through The Grizzly Mentor Collective Program that links new students one-on-one with a peer mentor. Students are paired with someone invested in their success and build networks. (pgs. e20-27)

(b) The applicant indicated that the proposed project which will be located on a recently designated Hispanic-Serving Institution offers and evidence-based first-year experience courses to support students' social and academic needs. For example, GGC 1000 First-Year Seminar is a one-credit course designed to increase your academic and personal success. The first year experience courses aims to increase a students' sense of campus community and connection to the institution, while giving students the opportunity to interact with faculty and peers. This approach has been found to have a significant positive impact on credit accumulation, persistence, and degree attainment. (pgs. e20-27)

Weaknesses:

- (a) No weaknesses noted.
- (b) 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 clearly demonstrated the applicant proposed project will address and promote educational equity for underserved students. For example, the applicant indicated that the program implement teacher preparation program for recruiting a diverse pool of candidates to meet state certification requirements in critical shortage areas. The program will improve teacher retention in high-need schools by redesigning the induction support provided to novice teachers. GIFT residents will serve in one of 56 high-need schools across GCPS, including 33 elementary, 13 middle, & 10 high schools. (pgs. e26-28)

(b) The applicant clearly demonstrated that the project will provide pedagogical practices in educator preparational programs and professional development programs. For example, the applicant indicated professional development will be provided to both teaching fellows and their mentor coaches that examine sources of inequity as well as strategies for addressing, it so they are able to create inclusive, unbiased learning environments for their students. GCPS also has a Chief Equity Officer and creates professional development resources for teachers in the areas of equity, culturally responsive teaching, and inclusion. (pg. e24)

Weaknesses:

- (a) No weaknesses noted.
- (b) 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 applicant indicated the proposed project will supplement GGC's and GCPS' efforts to design a grow your own program that will train GCPS graduates who can return to their communities four years later and serve as teachers. Recruitment will prioritize high-achieving GGC undergraduates who are also alumni of a GCPS high school. GCPS' largest demographic group is Hispanic (33.4%) yet only 6% of GCPS current teachers are Hispanic so there is a need to increase the diversity of the GCPS workforce. GCPS also hosts Teacher Signing Day each May, where high school seniors who intend to enroll in college as an education major can sign a letter of intent to return to GCPS as a teacher, with some also receiving locally-funded scholarships. This annual event provides an opportunity for them to learn how to stay in touch with GCPS after graduation, so their commitment to return results in a guaranteed interview for a position. (pg. e100)

The applicant clearly demonstrated that the proposed project will recruit and support teachers to serve in secondary math/science, special education and ESOL which are deemed critical shortage areas not only by GCPS but also the Georgia Dept. of Education. In addition, there are efforts through the program to prepare teachers to fill critical short vacancies especially in Special Education which includes paraprofessionals employed by GCPS. Recently, GGC and GCPS teamed up to offer an evening/weekend program that allows GCPS paraprofessionals (e.g., teachers' aides) to complete a bachelor's degree and become certified in Special Education while continuing to work. Successful candidates complete the degree program w/in six semesters. (pgs. e20-27)

Weaknesses:

No weaknesses noted.

Reader's Score: **0**

Status: Submitted

Last Updated: 06/03/2022 04:19 PM

Status: Submitted

Last Updated: 06/03/2022 04:23 PM

Technical Review Coversheet

Applicant: Georgia Gwinnett College (S336S220007)

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	20
Adequacy of Resources		
1. Adequacy of Resources	30	26
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	107

Technical Review Form

Panel #2 - Panel - 2: 84.336S

Reader #3: *****

Applicant: Georgia Gwinnett College (S336S220007)

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 proposed program will rely on small class sizes, field-based coursework, teaching and mentoring professional development, core topics for students with disabilities and limited English proficient, content specific courses, and socio-cultural perspectives course (pp. e25). The applicant expresses rationale for the project by presenting need, such as 50% of all students in the district are from low-income families and the project will serve 56 high-need schools in the LEA (pg. e26). The applicant's logic model on pg. e98 focuses on current resources, activities, outputs, and outcomes that demonstrates the project's rationale. The goals and objectives (pp. e29-e30) are clearly stated and measurable. The three components of the project are the recruitment of diverse teachers, year-long paid fellowship, and follow-up support and induction for novice teachers (pg. e30). Best practices that will be implemented in the project include teacher fellowships and the relationship between teacher preparation and attrition (pg. e39). Continuous improvement and feedback will be integrated into all of the project's activities. The leadership of the college and LEA has pledged to support activities beyond the federal support and have identified external evaluation partnership.

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 evaluation plan in this application presents a quasi-experimental evaluation plan to measure the effects of the 2-year teacher support programs with the comparison group composed of teachers elsewhere within the LEA (pg. e46). Dr. Mollett is a WWC-certified reviewer and will oversee the aspects of the project to make sure that the outcomes and procedures meet the requirements of the Teacher Excellence review protocol (pg. e46). The project activities are measurable and include both teacher outcomes at the short and intermediate outcomes and student outcomes for the long-term outcomes (pp. e47-48). The timeline for evaluation activities in this section is well-documented with regular milestones presented (pp. e49-50). The plan for collecting the data is detailed and included in the annual timeline of activities.

Weaknesses:

No weaknesses 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 applicant expresses support for the GIFT program through an administrative assistant, office supplies/equipment, and conference rooms (pg. e52). College leadership have supported the project's initiative through recruitment events, interviews, and meetings with mentors (pg. e52). The college will pull together resources from the grant's office, the College of Education, the Evaluation office, and other departments to support the teacher candidates (pg. e53). New positions have been created to support this project (pg. e54). The applicant requests less than most of the previous grant awardees and allocates for salaries, coach compensation, and research and evaluation activities (pg. e55). A cost-analysis indicates that for every \$1 spent, there is a return of \$1.66 with the cost of \$11,000 attributed to teacher turnover (pg. e56). The applicant presents an adequate plan for resources beyond the federal funding through partnerships and community initiatives. Partnership between the LEA and applicant seems to be strong.

Weaknesses:

The applicant demonstrates only one of the partnerships that will support the continuation of the program. Additional partnerships should be listed with clear contributions by each community-based organization and how each contribution and resources will sustain the initiative.

Reader's Score: 26

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 project includes a detailed and clear timeline for implementation that also outlines evaluation activities as they relate and support formative feedback and project summative evaluation for each objective (pp. e63-66). The personnel are qualified and experienced in this work (pp. e60-62). There is a strong plan to provide teacher feedback through electronic observations, and annual review processes (pg. e66). The Advisory Board will continue to review data collected and make recommendations to ensure the program is responsive to the needs of the college and partner LEA (pg. e67). Regular meetings with the evaluation director will also be part of the continuous improvement plan.

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 applicant is a Minority-Serving Institution (MSI) holding an AANAPISI designation and the applicant has added the HIS designation in Fall 2022 (pg. e95). The applicant clearly presents the disparity in students of color and their teachers – white students are only 19% of the population while there are 64% white teachers and 33% of students are Hispanic and only 6% of teachers (pg. e95). The applicant has simplified the application process to attract diverse teacher candidates. A real-time dashboard has been created for certified teaching staff to demonstrate where there are inequities between racial compositions of the student population and teacher employees (pg. e95). The Learning 2025 program has been established to improve the pipeline to hire more diverse educators (pg. e57).

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 seeks to address critical shortage areas by recruiting a diverse group of teacher candidates and preparation for them to teach in secondary math and science, social education, and English as a Second Language (pg. e24). These are documented as shortage areas for the college and the local education agency and candidates will be offered incentives to serve as well as in other high-need areas such as bus drivers, substitutes, and speech/language pathologists (pg. e37). This aligns with the proposed objective of at least 85% of program participants will attain an initial certification in one of the critical shortage areas (pg. e29).

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:

Extended induction support will be provided to first- and second-year teachers by instructional coaches and faculty (pg. e33). Emotional and social supports are included in this proposal with monthly cohort check-ins which will establish a peer support network (pg. e33). Evidence by Gist et al. (2021) supports critical mentoring as providing greater confidence and strong sense of early-career professional identity (pg. e33). Other research is cited as supports for the multiple approaches offered within this proposal.

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:

40 new teachers in the fellowship program will join 36 paraprofessionals in the Special Education program to increase the likelihood that they will be retained in high-need schools (pg. e15). Compassion training and equitable communication will be provided to support equity mindfulness (pg. e23). Coursework will include exploring socio-cultural perspectives on diversity in educational contexts will support teachers' ability to serve students from diverse backgrounds (pg. e25). Professional development will create inclusive, equitable, and unbiased learning environments for all students (pg. e34).

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:

Supporting a “grow your own” program by recruitment of current students to have an interest in teaching to the high-need students in their home districts, the LEA and TQP applicant will be able to self-sustain addressing students who reflect the student body and meet the equity needs. The program will be not only self-sustaining but self-growing as it will continue to attract and retain teachers that can be supported to serve their native communities.

Weaknesses:

No weaknesses noted.

Reader's Score: 0

Status: Submitted
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