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

Technical Review Coversheet

Applicant: East Carolina University (S336S220017)
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	28
Quality of the Management Plan		
1. Management Plan	20	18
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

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

Applicant: East Carolina University (S336S220017)

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 focuses on the pre-service preparation of schoolteachers and leaders and their induction and in-service professional development. The rationale is supported by research studies that address how increasing relational trust, is a pre-condition for school change, making an emphasis on educational justice. (Bryk, et al., 2009) (e21)

(ii)   There are clear program goals with related objectives that are measurable and supported by academic performance data from the target schools. Relevant program goals are listed, for example, one of the goals is to improve teacher and school leader preparation, induction, and continuous support. Seven measurable objectives are provided, such as all new school principals will participate in MC program and supported by coaching; each cohort of 20 MAT graduates, complete a two-year induction program; increase scores of MAT residents on edTPA following their participation in the residency model for rural educational justice. (e42)
The goals and objectives are clearly specified, and they are appropriate to achieve the desired program outcomes.

(iii)   The applicant proposes a sound plan that is part of a comprehensive effort to improve teaching and learning, with strategies and services that support high-quality methodologies and evidence-based research. For example, participants will learn how to coach teachers to engage all students in academic discourse supporting rigorous standards with more depth in classroom dialogue and equity. Participants will examine systemic causes specific to the target area that contribute to perpetuate racial inequities; an effort to foster mutual understanding in the community and create a collaborative vision. (e43-45)

(iv)   The edPIRATE project presents a Teacher Residency Program and a Leadership program that are built on extensive academic research. The program design is based on the Rural Cultural Wealth Framework (Chambers, et al., 2021) evidence-based research and practices. The applicant includes detailed research practices and extensive studies that are up-to-date and of relevance to support the program. (p. 28)(e45)

(v)   The applicant provides a sound evaluation and implementation plan that provides formative feedback on a continuous basis to ensure that any needed modifications can be identified and efficiently addressed to produce the desired outcomes and make necessary changes for improvement. Performance feedback includes data collected and shared bi-monthly with additional perspectives from the Advisory Board. (e47)

(vi)   The applicant clearly indicates how the program will build capacity by improving the content knowledge and

pedagogy of 80 well qualified and trained new teachers, provide induction support to all new principals and professional development with a focused approach to equity and rural communities to 150 school leaders that include teacher mentors, teacher facilitators and administrators.

The applicant will have expanded the capacity of teachers and administrators to serve ELLs, AIG and SWD, expanded the number of teachers with add-on licensure in the areas of high need. (e47)

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 applicant will contract with PSA, an experienced organization to conduct formative and process evaluations for the proposed project. The methods of evaluation will provide valid and reliable data with focused research questions and issues that come up when evaluating interventions for teacher and leader quality improvement and retention. (e48)
(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, a schedule for performance progress and updates is provided detailing the tasks and the purpose of the feedback. (e50)

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:

(i)   The applicant demonstrates evidence of strong commitment to the project by providing infrastructure and support for edPIRATE to implement and sustain the framework for equity and improved pedagogy. Resources include technology support and online library access, grant management support, budget monitoring, reporting, compliance monitoring, liaison with grants and contracts office and with researchers and other support departments. (e54-55)

(ii)   The applicant proposes a budget that is adequate to serve the school districts and to support the scope of the services. Other grant support for teachers and leaders like REI AmeriCorps, Race & Rurality Diversity and Inclusion and the Wells Fargo Endowment will provide benefits that will supplement grant funding for needed services. (e56)

(iii)   The costs included in the proposal are reasonable and support high-quality strategies that will enhance the quality of the services, professional development, and leadership in the school districts to be served. The project will result in 80 MAT graduates that will commit to 3 years of service or more in 28 rural high-need partner schools. (e57)

(iv)   The institution plans to maintain the new teacher residency program and induction support and improvements with expansion to additional rural districts after grant funding ends. The model is operational and sustainable by using matching funds and the increased capacity of district personnel. (e58-59)

(v)   There is a demonstrated commitment of each partner to the project and its implementation. Letters of commitment from partners are provided. (e. 59, Appendix E)

Weaknesses:

The applicant indicates that matching of federal funds was achieved except for the training stipends that cover resident living wage and teacher mentor stipends but believe that it will be find the support in the future.

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 contains an organizational chart delineating the structure of the edPIRATE project that include the contracted services, the PI and Advisory Board. The Leadership Team will be responsible for the development and implementation to bring together the resources of various programs and the four LEAs from the recruitment process, pre-service, residency, induction to the continuous professional development activities and strategies within a common

framework.

The Teacher Residency team and the Advisory Board are also described. The applicant includes a timeline identifying the major tasks, the lead staff, time frame for delivery and the expected milestones to be achieved. (e61)

(ii) The applicant describes how the project design values the contribution of liaisons, noting that the advisory board will serve as macro-observers and team partners will collaborate with the Principal Investigators to create sound formative evaluations that lead to feedback. The project design allows for addressing change if the need to achieve the desired outcomes require it. (e64)

Weaknesses:

More details are needed to describe the procedures to ensure feedback and continuous improvement with more information on the process to be followed. The formative data collected is mentioned but there is insufficient information on the manner in which the applicant will implement the process.

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:

The proposed project will provide support services that will improve the diversity of teacher candidates. The program will enhance recruitment efforts, admission, completion, placement and retention through intentional high-quality professional development, mentorships, culturally responsive supports, and induction programs to promote the value of diversity, equity, and inclusion mindsets.

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 with a program design that will focus on under-served students by increasing the number of certified teachers and dual certification in the subject areas experiencing the shortage of qualified teachers and effective leadership skills. (e. 66)

   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 proposes models for the MAT and school leadership with essential components in an inclusive and supportive environment, while teaching skills to create this environment in their respective districts and schools. The coaching model contains protocols and tools to develop and measure relational trust that foster a sense of belonging. (e. 67)
   b) The applicant includes an implementation plan that uses evidence-based practices for advancing student success in under-served student populations (Bryk, et al., 2002). The nested coaching model tools and protocols will be used to develop and measure relational trust. (e. 67)

   Weaknesses:

   No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

1. **Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 2 points).**

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

a)   In one or more of the following educational settings:
  (1)   **Early learning programs**
  (2)   **Elementary school.**
  (3)   **Middle school**
  (4)   **High school**
  (5)   **Career and technical education programs.**
  (6)   **Out-of-school-time settings.**
  (7)   **Alternative schools and programs.**

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

Strengths:

The applicant provides an equitable framework to foster equity through the rural educational justice curriculum in K-12 schools to provide professional development that includes two Digital Badges, composed of three courses in a 6-week series. There is evidence that the project is designed to promote educational equity and opportunities for underserved 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:

The project edPIRATE will incorporate Grow Your Own (GYO) elements in developing a comprehensive educator development model that will focus on rural schools and enriching the lives of underrepresented students. The residency program will offer financial assistance with stipends for teachers, mentoring, flexible schedules in a cohort model. The Pirate-MC platform and edPIRATE teacher residence induction design will improve the efforts in the target area.

Weaknesses:

No weaknesses noted.

Reader's Score: 0

Status: Submitted

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

Technical Review Coversheet

Applicant: East Carolina University (S336S220017)

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	28
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	109

Panel #9 - Panel - 9: 84.336S

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

Applicant: East Carolina University (S336S220017)

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 project is designed to build teacher and leader capacity in a rural context with high turnover, small pools of qualified candidates and high levels of poverty.(e31)

This innovative project is designed around an extensive needs assessment documented in Appendix B.

The design project partners 4 well documented districts that demonstrate strong need.
The project design clearly aligns with the high standards of academic achievement and content standards that will improve student learning(e31-34).

The project uses a rigorous needs assessment to target the goals and outcomes for the project resulting in a design reflecting up-to-date knowledge.(e31-36)
The design uses current and retired school leaders trained in the Pirate-MC protocols. (e40) which strengthens the mentoring program.

Performance feedback and continuous feedback is increased n the program by the edPIRATE Digital Badge Micro-credentials which provide a common framework, language, and tools for increasing equitable classroom and leadership practices, community engagement and student achievement. Faculty, instructors, field supervisors and coaches provide the feedback that increases improvement of the program. (e37)

This project is building on the successful performance feedback of its 2009 TQP Grant that has been noted for success in the 2021 Stapleton research and focusing on developing a national model for developing and supporting Rural Educational Justice teachers through the MAT teacher residency program. Embedding this high level of enthusiasm into the project will encourage all partners and the lead applicant to build capacity and yield results that will encourage successful results beyond the grant period of funding. (e3-37)

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 program will be evaluated by a mixed-methods evaluation design by a team that has extensive experience conducting educational program evaluations (e49).

The methods used for evaluation will provide valid and reliable performance data that will contribute to the sustainability of the program. 9e48). These methods will provide the program with contextual and quantitative data adding a more robust picture to the project of what is needed and what is working.

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 design was carefully crafted around the support necessary for sustainability of the program. (e56) A multi-year
financial operating model and plan with an accompanying descriptive plan is included on e.319-349
The budget is reasonable and adequate to support the project and ensure sustainability.
The project design has incorporated matching funds and key partners who have provided detailed letters of commitment.
(e57) demonstrating the projects ability to operate the program beyond the length of the grant.

Several Partners letter of support from both businesses and school districts are included I the proposal. The school district
letters provide financial support and the businesses offer recruitment support.   These letters represent school community
partnerships that are well developed and transparent. There is open communication and commitment of funds, use of
facilities and time, establishing reliability of funds and the assignment of tasks. This type of collaboration demonstrates
the commitment o each of the partners and their dedication to the implementation and success of the project. (e60-62)

Weaknesses:

The five-person Advisory Board is limited to academic officials which weakens the impact of the partnership voice in the
program designs and leaves the potential for weaken long-term commitment.

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:

The project has included a detailed management plan with an organizational structure, a timeline of tasks, responsibilities
and milestones. (e60) Table 10 (e60) ensuring that project task will be accomplished.

  The teams will meet monthly for the first year and quarterly in continuous years. These meetings are adequate for
providing feedback and continuous improvement in the operation of the proposed project.

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 project will recruit teachers from underrepresented groups to serve as mentors for teachers in the leadership program through their partner LEAs and business partnerships during recruitment fairs. (e65)

 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:

A micro-credential program for current educators will lead to add-on licensure in teaching ELL and AIG students identified in the needs assessment.(e66)

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 program has included several components for fostering a sense of belonging and inclusion for underserved students such as the nested coaching model that fosters a sense of belonging and are evidence- based practices for creating success in underrepresented students at the college level. The cohort design also creates community and contributes to sense of belonging and inclusion for underserved students. .(e66)

   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:

The plan acknowledges that pedagogy can be used to foster equity and rigor within classrooms and schools P-12 which allows program participants to examine the sources of inequity and inadequacy within student environments using a rural educational justice curriculum and embedded community engagement activities(e67).

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:

   The project will incorporate widely accepted GYO elements in developing a comprehensive educator development model centered on transforming rural schools and enriching the lives of diverse learners. The GYO elements include a residency program that will offer financial assistance, paid job-embedded learning, academic advising, flexible scheduling, mentorship, tutoring, test preparation, and a cohort model. Further, GYO elements will be incorporated in the recruitment and program design targeting current teachers and administrators in the district to participate in the school leader micro-credentials.

   Weaknesses:

   No weakness noted

Reader's Score: 0

Status: Submitted
Last Updated: 06/07/2022 08:46 PM

Technical Review Coversheet

Applicant: East Carolina University (S336S220017)
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	28
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	109

Technical Review Form

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

Applicant: East Carolina University (S336S220017)

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 project demonstrates a well-designed program detailing a rationale framed in research focused on change in practice to produce genuine change in norms and values. The proposed project blends pre-service preparation of school teachers and leaders with induction and in-service professional development using evidence-based practices. This is significant in developing educators with best practices proven to affect teacher learning and to provide educators with tools and resources to improve student learning. Research is referenced to support the program goal to advance the program rationale emphasizing a condition for school change that stresses educational justice, specifically serving rural communities. Specifically, the rationale for professional development is coupled for pre-and in-service teachers and leaders, providing them with a common framework for schools to improve recruitment, reduce turnover, and implement classroom improvement and instruction aligned to equity-focused leadership. This comprehensive framework, coupled with research-based strategies, positions the initiative to successfully address the identified needs in the effective preparation of educators to serve in partnering high-needs districts. (p. 21).

   (ii)   A concise program and Logic Model is presented, identifying the program goal, and outcomes to be achieved by the proposed. The project objectives are identified in measurable performance measures. For example, a project objective focuses on improving teacher and school leader retention in high-need partner school districts, which is essential to addressing a need and a performance measure for 95% of program graduates to complete three years of service in a high-need school in a partner district. In addition, the application presents Table 7 detailing program objectives and associates each with a measurable outcome. For example, an objective focused on improving teacher and school leader preparation, induction, and ongoing support. This addresses an identified need and is aligned to three outcomes focused on increasing the scaled score of MAT and edTP, each cohort of 20 MAT graduates who complete induction will have had a learning experience in the rural educational justice residence model to effectively prepare them for services in high-needs rural schools. (P. 42,357,

   (iii)   The MAT teacher's residency and the school leadership program are identified and derailed as two evidence-based programs in the proposed project's design, specifying them as part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The application specifies the project design as

grounded on input from key stakeholders, including school district leaders and university faculty. The plan focuses on rural district needs with a customized MAT program, completed by advancement to an s MSA program and professional development opportunities for teachers and school leaders. The components and focus of the MAT program are detailed, including multiple planned experiences for teachers and school leaders to foster their growth in developing content and pedagogical knowledge. A significant feature is the program's component focus on the research of Race and Rurality. Participants examine system causes related to Eastern North Carolina and note those contributing to perpetual racial inequities. (P. 42)

(iv)   The proposed project design reflects up-to-date knowledge from research and effective practice. For example, a significant research-based component is specified for residents to complete Community Engagement Activities in communities within the Eastern Carolina Authority Rural Education Institute and AmeriCorps. This component and research-based up-to-date knowledge in the design of summer enrichment camps in partnership with the partnering local school district and local community agencies such as the Boys and Girls Club. The program design encompasses the Whole Child Community School Model and contains induction and experiences focused on teacher advocacy, a justice-oriented curriculum, and pedagogical best practices. (p.32, 350\

An innovative program component that reflects up-to-date knowledge is detailed in implementing micro-credentials in professional development. These are designed as personal, flexible, competency-based learning experiences and pre- and post-knowledge skills directly corrected to each participating practice. This component utilizes audience-based protocols supported by a nesting coaching model. This is a significant, specifically in alignment with the National Education Association and its 175 online micro-credentials (p.38)

(v)   The application details a well-developed program design, as evidenced in describing performance feedback strategies focused on continuous improvement as integral to the design of the proposed project. It is significant that the program identifies the members of the program's evaluation team and references their responsibility to meet bi-monthly to share insights. In addition, an advisory board is detailed, specifying their duties to provide additional perspective. Monthly partner meetings are set, examining progress.

(vi)   The applicant narrates a proposed project effectively designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. For example, it is specified that the program will produce well-qualified and trained new teachers committed to teaching in high needs partner schools to address their needs. In addition, the program offers professional development to serve school leaders focused on skills to advance equity. In addition, the program design demonstrates strength through its incorporation into the university master's and doctoral programs, highlighting a nonprofit business model which couples professional development with research and evaluation to advance durable effects on schools and student achievement. P. 43, 47, 48

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 application articulates a well-developed evaluation plan detailing the evaluation method positioned to provide valid and reliable performance data on relevant outcomes. It is proposed to hire an external evaluator to contract with the Policies Studies Association, specifying their 35 years of experience in grant evaluations and in rigorous experimental and quasi-experimental research designed to improve teachers' skills and knowledge, school leadership, and learning. It is referenced that the applicant organization currently works with the identified evaluation consultant firm in a federal SEED grant. A mixed-method evaluation design is detailed as research-based and structured to gather information to identify program progress and area of need. Effective data sources are specified and aligned to methods and a timeframe. The evaluation method includes comprehensive questions designed to secure data to support continuous learning throughout the grant, emphasizing the importance of teacher retention in rural schools. (P. 48-52)

(ii)   An excellent evaluation plan is narrated, specifying methods as thorough, feasible, and appropriate to the proposed project's goals, objectives, and outcomes. Data tracking is delineated and encompasses strategies to gather relevant data from surveys for the cohorts and partners. Significantly, the applicant specifies that data will be publicly available and easily accessed to define progress toward enormous Government Performance and Results in Act. (GPRA.) In addition, the program's strength is evidenced in implementing the Comprehensive Assessment for Leadership Learning survey, a nationally validated diagnostic pre-assessment measuring the five domains of leadership practice to improve school effectiveness. Significantly, the program evaluation methods are appropriate, specifying their focus on measuring factors of program outcome in the role of relational trust and culturally relevant classroom instruction. Surveys are proposed to be implemented with focus groups to capture participants' perceptions between the project intervention and changes in their instructional ad leadership practices. In their employment or intended employment in high need rural partner schools. (P. 53)

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)   The application effectively articulates an overview of program resources, identifying the organization's competencies and detailing comprehensive support for the program, including facilities, equipment, supplies, and other resources. The applicant is identified as a public research university and is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. It is highlighted that the university is known for its vital research and training work designed to transform lives in Eastern North Carolina out of poverty and serve as the largest producer of teachers and school administrators in eastern North Carolina. Significantly, the university was designated a Carnegie Engaged University in 2008 and 2015, documenting a commitment to research that directly influences and impacts people's lives. The scope of support for the project is narrated, including the Latham Clinical Schools Network as a formal partnership with 43 eastern North Carolina School Districts. The program is an expansion of its current ed PIRATE Teacher Residency model. P. 56

(ii)   The application presents a well-developed program budget that effectively and efficiently supports the proposed project, noting the budget created by a university investigator team and working closely with the partner school district to design and assess needs and align these two needs-based intentions. A 100% match is detailed and notes harnessing the benefits of another grant program, specifically the Summer Enrichment Camps for K-12 students with AmeriCorps and the Race and Rurality Micro-credentials through the REI Diversity and Inclusion support Endowment and the Wells Fargo Endowment and the Rural Education Institute. P. 56, 57)

(iii)   The proposed budget costs are identified as reasonable about the objectives, design, and potential significance of the proposed to result in 80 new graduates committed to serving in 28 rural high-needs partner schools. The program is positioned to support participating teachers and school leaders throughout the program and in services after the grant period. The program budget benefits also ease teacher turnover in rural high-needs schools, increase stability, lower the costs for the district, and increase student achievement. The budget also includes funds to work with the communities to provide education services in summer camps for elementary school students and reduce the summer loss in academics. The budget is highlighted as designed by partners committed to the program's success. The single largest cost is 45% of federal funds allocated for program residents learning and at least three years of service in high needs schools. P. 57, 58

(iv)   The applicant narrates a comprehensive overview of resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan. The commitment of project partners evidence broad support from stakeholders, which is critical to the project's long-term success. The University's Department of Research Economic Development and Engagement is referenced to support the program noting its current operation in overseeing three Hub research and grant management support and management of pre and post administration of grants. The application references their history of fiscal responsibility and includes a liaison with the University Office of Sponsored Programs and Grants and contras and with researchers and resources. A significant partner demonstrating support and resources is the Rural Education Institute serving as a collaborative partnership-oriented toward educator education while developing research programs at a national level. Through grant-funded projects, REI is referenced to collaborate with stakeholders toward positive transportation in families and schools. An additional resource is referenced as the university's online education program and serving as a leader in online offering more than 100 online degree, and certificate programs/ The application identifies providing matching funds and secured connections with resources across its campus, with the LEA and community agencies. (p. 55)

(v)   The application provides each partner with letters of support demonstrating a commitment to the proposed project's implementation and success. Letters of support specify the levels of commitment for each partner related to providing salaries and wages each year of the program. P. 281-284

Weaknesses:

V. Information detailing the support of program partners in general. The letters of support limit the commitment of partners to salaries and wages. The narrative states the four program partners to create a synergistic pipeline from recruitment to pre-service, residency, and ongoing progression development focused on student growth. The commitment of each partner to this program vision is not noted.

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 application narrates a well-developed management plan structured to achieve the proposed project's objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The organization's capacity is precisely detailed, presenting an organization chart and noting the collaboration of institutional support from the various offices and divisions of the university. The Leadership Team is specified to include a Co-PI to serve 33% of her time on the project. Her experience in a previous 2009-2015 TQP project is noted. Additional key staff is identified, including a Wells Fargo Distinguished Professor in Educational Leadership to serve as Co-PI, devoting 2,5% of his time. The Residency Team, the LEA Teams, School Teams, and the THCAS Team members are identified and their responsibilities. Program management also encompasses the services of a five-person Advisory Board to provide expertise and varied perspective. (P. 39-462)
A comprehensive chart identifies critical tasks, the lead person, a timeline, and related milestones. The chart is precise in specifying tasks for each year of the program and those that are ongoing such as team meetings and disseminating findings. (p, 44-47)
(ii)   The application specifies program audiences from whom feedback will be obtained focused on continuous improvement in the operation of the proposed project. The greatest asset for feedback is identified defined as local school liaisons. In addition, the evaluation team partners are identified to collaborate with the PIs to create a formative evaluation to lead to feedback. A third audience for obtaining feedback is the program advisory board to serve as macro-level observers. P. 47

Weaknesses:
None are 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)   Some information is evidenced to address the priority. Throughout the narrative, the applicant details high-quality, comprehensive teacher preparation programs offered to underrepresented groups and defines strategies to address unfunded teacher residencies' financial needs.
b)   The proposed program details a comprehensive design of services focused on reforming 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. Program information is scheduled to be disseminated in English and Spanish, designed in partnership with its 43 LEA member Latham Clinical Schools Network to recruit members of historically underrepresented groups P. 66

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 projects are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, focusing on underserved students, by increasing the number of teachers with certification in a shortage in high-needs rural districts. The program is coordinated with the National Education Association in offering micro-credential programs for current educators, leading to additional licensure in teaching ELL and AIG students in the state. (P. 66)

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 proposed project is designed to improve students' social, emotional, academic, and career development, focusing on underserved students by creating a positive, inclusive, and identity-safe climate at the university by fostering a sense of belonging and inclusion for underserved students. The teacher residency and school leadership models include specific protocols and tools to develop and measure rational trust and foster a sense of belonging that are evidence-based practices for advancing participants' success to, in turn, the positive effect on their students. In addition, program outreach and strategies create communities and increase a sense of belonging, noting their Counseling Center, the LGBTQ Center, Black Student Association, and academic support in tutoring and writing centers. (P.60)

The program implements evidence-based practices for advancing student success for underserved students. This is evidence specifically in identifying the program's Professional Learning and Equity Advocate. Her responsibilities are designated to provide services to influence student success for underserved students. The program aims to train educators and school leaders with specific skills, knowledge, and experience to work in high-needs rural districts and implement interventions to advance students' success. (p. 209)

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 proposed program narrates a program design focused on promoting educational equity and adequacy in resources and opportunities for underserved students in high-needs rural schools and classrooms in LEAs, providing instruction across grades from Pre-kindergarten through grade 12. The research-based program promotes equity in access to resources in a framework of advanced rural educational justice curriculum and community engagement.

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 proposed project is focused on establishing a Grow Your Own program designed to address shortages of teachers in high-need rural to enrich the lives of diverse learners. A well-developed program details components in Grow Your Own, including a residency model that offers financial assistance, paid job-embedded learning, flexible schedule, and mentoring. 67

   ### Weaknesses:

   None are noted.

Reader's Score: 0

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