

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

Status: Submitted

Last Updated: 06/03/2022 05:03 PM

## Technical Review Coversheet

Applicant: Columbia College (S336S220033)

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

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

# Technical Review Form

Panel #4 - Panel - 4: 84.336S

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

Applicant: Columbia College (S336S220033)

## 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 project demonstrates a rationale for the project by providing exemplary concrete examples of how it would expand, diversify, strengthen, and evaluate equitable access to program services for all participants in the program by recruiting teachers of colors, mentoring, and sustained PD. (page e29).

The exemplary goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable including increased enrollment of APEC Fellows of colors and improved positive teacher impact on student achievement in high need schools. (page e39).

The exemplary proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students by providing a yearlong clinical residency experience with multiple partnerships inclusive of partner districts, state and national organizations (pages e46 - e48).

The design of the proposed project reflects exemplary up-to-date knowledge from research and effective practice by utilizing activities based on current research and modeled after evidenced-based programs including intensive coaching, sustained professional development, and monthly professional development workshops (pages e48 - e50).

The performance feedback and continuous improvement are integral to the exemplary design of the proposed project by incorporating mid-year evaluations, end-of year evaluations, focus group data collection, and mid-year and end of year surveys to inform program structures and processes (page e50-e51).

The proposed Project is designed to build capacity and yield exemplary results that will extend beyond the period of Federal financial assistance by maintaining collaboration with NCTR, district partners, national experts, higher education experts, and other state organizations to ensure program quality, review, improvement and impact (page e51-page e52).

#### Weaknesses:

No weaknesses identified.

Reader's Score: 30

## Selection Criteria - Quality of the Project Evaluation

### 1. B. Quality of the Project Evaluation (20 points)

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

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

#### Strengths:

Overview:

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

Supporting Statements:

Strengths:

The methods of evaluation will provide exemplary valid and reliable performance data on relevant outcomes by using a nonprofit research organization, survey instruments, observational rubrics, interviews and focus groups (pages e54-e57). The methods of evaluation including program implementation data analysis and descriptive statistics of survey data are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the exemplary proposed project (page e57-e61).

#### Weaknesses:

No weaknesses identified.

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:**

Overview:

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

Supporting Statements:

Strengths:

The project represents a strong collaboration of an institution of higher education, and various academic departments (Division of Education, Division of Health, Math, & Science, districts, and organizations (CHE) to demonstrate exemplary adequacy of support, including facilities, equipment, supplies, and other resources (pages e62-e64).

The budget is reasonable and supports all necessary costs to ensure full implementation and quality of the exemplary proposed project. The funds requested for the project will prepare 150 teachers to serve in public, high need schools. (pages e64-e65).

The costs associated with the proposed project are reasonable in relation to the objectives, design, and potential significance of the proposed exemplary project (pages e65-e66).

The applicant demonstrates it has exemplary 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 district and state partners; evidence of broad support from stakeholders (e.g., CERRA, PSTA) critical to the project's long-term success (pages e66-e67).

The partners associated with the proposed exemplary project are committed in time, service, and costs because they recognize the value of the program via the year-long clinical residency and its success in producing quality classroom teachers who can serve in high need schools pages e67-e68).

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 30**

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

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

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

- (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- (ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

**Strengths:**

Overview:

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

Supporting Statements:

Strengths:

The management plan exemplary articulates how it will achieve the objectives of the proposed project on time and within budget by clearly defining responsibilities, timelines, and milestones for accomplishing project tasks (page e68-e71). The procedures for ensuring exemplary feedback and continuous improvement in the operation of the proposed project is accomplished via external partners who collect yearly data and provide through feedback to the stakeholders to inform them of outcomes to impact and influence on-going program decisions and structures (page e50-e51).

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 20****Priority Questions****Competitive Preference Priority - Competitive Preference Priority 1****1. Increasing Educator Diversity (Up to 4 points).**

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

- a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.**
- b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.**

**Strengths:**

Overview:

The applicant presented rationale addressing increasing Educator Diversity.

Supporting Statements:

Strengths:

The project represents exemplary high-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities that include one year of high-quality clinical residency experiences prior to becoming the teacher of record in high-need schools and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates (pages e31-e34).

The project represents reforms to teacher preparation programs to exemplary improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators by providing Fellow Support to ensure they become certified and assume classroom teaching positions (pages e31-e34).

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 4**

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

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

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

**Strengths:**

Overview:

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

Supporting Statements:

Strengths:

The Project is exemplary designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students through increasing the number of teachers with certification in shortage areas by diversifying the teachers who serve the children in the partner district and by addressing the barriers that people of color face in pursuing teacher certification (pages e31-e36).

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 3**

**Competitive Preference Priority - Competitive Preference Priority 3**

**1. Meeting Student Social Emotional, and Academic Needs (Up to 2 points).**

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

- a) Fostering a sense of belonging and inclusion for underserved students.**
- b) Implementing evidence-based practices for advancing student success for underserved students.**

**Strengths:**

Overview:

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

Supporting Statements:

Strengths:

The exemplary project fosters a sense of belonging and inclusion for underserved students by meeting student Social, Emotional, and Academic Needs by providing monthly professional development through its Polishing Your Performance Series (PYP), Black Educator Initiative (BEI) programming, Read to Succeed Foundations of Literacy, First-Year Teacher Planning Day, and annual Spring Professional Development Day (pages e37-e38).

The project implements exemplary evidence-based practices for advancing student success for underserved students by preparing educators to implement trauma informed practices (via content shared in PD and course work) in schools to meet the needs of children who have experienced adverse childhood experiences (ACES) (pages e37-e38).

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 2**

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

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

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

- a) In one or more of the following educational settings:**
  - (1) Early learning programs**
  - (2) Elementary school.**
  - (3) Middle school**
  - (4) High school**
  - (5) Career and technical education programs.**
  - (6) Out-of-school-time settings.**
  - (7) Alternative schools and programs.**
- b) That examines the sources of inequity and inadequacy and implement responses, and that may include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.**



**Strengths:**

Overview:

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

Supporting Statements:

Strengths:

The project proposal demonstrates it is designed to exemplary promote educational equity and adequacy in resources and opportunity for underserved students in (1) early learning programs, (2) elementary schools, (3) middle schools and (4) high schools (pages e36-e38).

The project examines the sources of inequity and inadequacy and implement responses that 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 educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students by providing individual coaching, induction support, and professional development (pages e36-e38).

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 2**

**Invitational Priority - Invitational Priority**

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

**Projects that establish Grow Your Own programs that are designed to address shortages of teachers in high-need areas, schools, and/or geographic areas, or shortages of school leaders in high-need schools, and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce.**

**Strengths:**

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

Supporting Statements:

Strengths:

The project establishes a "Grow Your Own" residency program that is designed to address shortages of teachers in high-need areas, schools, geographic areas, and increase the diversity of qualified individuals entering the teacher workforce by primarily recruiting employees of our partner districts (pages e34-e35).

**Weaknesses:**

No weaknesses identified.

**Reader's Score:**     **0**

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Status: Submitted

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## Technical Review Coversheet

Applicant: Columbia College (S336S220033)

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

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

# Technical Review Form

Panel #4 - Panel - 4: 84.336S

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

Applicant: Columbia College (S336S220033)

## Questions

### Selection Criteria - Quality of Project Design

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

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

- (i) The extent to which the proposed project demonstrates a rationale.
- (ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
- (iv) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
- (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
- (vi) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

#### Strengths:

The rationale for the proposed project is rooted in data and will increase the number and diversity of teachers obtaining certification through alternative pathways (Page e32) while ensuring barriers to entry are removed (Page e33).

The proposed projects goals, objectives, and outcomes are reasonable and will result in an increase in the number and diversity of teachers in the partnership schools due to increased supports for teacher interns (Page e39) which will result in better academic outcomes for students.

The proposed project is inclusive of a wide range of stakeholders and is based on rigorous standards (Page e47) which ensure a strong educator training experience for teacher interns.

The applicant quantifies current research that was used as the foundation for all objectives for the proposed project (Page e48-50), and grounds the proposal solidly in practices such as intensive coaching and sustained professional development that will have the desired outcomes.

The feedback and continuous improvement plan for the proposed project utilizes an external reviewer collecting both qualitative and quantitative data that is then used to make revisions over the life of the proposal (Page e51). These refinements will ensure objectives are being met and teacher interns are being set up for success. The applicant also plans to share learnings with the education field at large by disseminating research gained over the course of the grant cycle at conferences and through publications (Page e51).

The applicant gives several examples that are not fiscally based that show capacity for programming after the grant is completed (Page e51), and commitment from stakeholder partners is provided (Page e 171-239) ensuring that educators continue to enter the pipeline in the applicant's area.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 30**

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

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

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

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

**Strengths:**

The applicant identifies an external reviewer and the data collection, such as instruments that will be deployed (Page e54). Tools are aligned to program goals and are valid and reliable, and will result in an accurate assessment of program progress.

The evaluation plan for the proposed project is thorough, feasible, and appropriate for the goals and objectives of the project, and will accurately assess all identified outcomes (Page e58) over the course of the project (Page e61) by a qualified evaluator who has extensive experience in teacher preparation and residency programs and with the implementation of research and subsequent analyses of teacher and student outcomes per provided Vitae, and has previous TQP grant evaluator experience (Page e61, e114-e124).

**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 program addresses all aspects of needed resources available from both the applicant and partner stakeholders (Page e63-64) which demonstrate all needed resources will be available during the life of the grant.

The proposed budget to prepare 150 teachers is reasonable and based in local pay structures (Page e64), and also incorporates the financial commitment of partner stakeholders, making this project more likely to continue past the life of the grant.

The costs of the proposed project are reasonable and appropriate, and are aligned with the proposed goals and objectives. Staffing numbers and positions are also reasonable given the number of teacher residents and accompanying support staff that will work with them and will allow for the work of the proposed project to be carried out (Page e65)

The applicant has quantified within the proposal the partner stakeholders and their financial and other resource commitment to the work of the applicant (Page E63-64, e66-67) making this project ongoing beyond the life of the grant. The proposed project has a wide range of partner stakeholders that are involved with the work of the applicant, and therefore are able to be leveraged during the course of the grant to ensure goals and objectives are being met. (Page e76)

**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 proposed program's timeline and checkpoints are reasonable, clearly defined with expected deliverables and personnel responsible, and will ensure goals and objectives are met in a realistic period of time. Responsible personnel are well equipped to ensure budget is managed and reports are put out at regular intervals. (Page e68).

The procedures for ensuring feedback and continuous improvement for the proposed project are reasonable, encompassing bi-annual resident, principal, and mentor teacher evaluations as well as end of course evaluations. This ongoing and thorough feedback loop will accurately assess any needed corrections and the results of any refinements that are made, which will allow the applicant to meet program goals and objectives (Page e51).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 20**

**Priority Questions**

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

**1. Increasing Educator Diversity (Up to 4 points).**

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

- a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of the HEA), or other Minority Serving Institutions (eligible institutions under Title III and Title V of the HEA) that include one year of high-quality clinical experiences )prior to becoming the teacher of record) in high-need schools (as defined in this notice) and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates.
- b) Reforms to teacher preparation programs to improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

**Strengths:**

The proposed project focuses on ensuring positive outcomes for students in high need schools by ensuring that they have an increased number of teachers that are reflective of their demographic (Page e34)

The proposed project includes two HBCUs as partner stakeholders and ensures opportunities to access for the programming is offered to minority teacher candidates (Page e40).

The proposed program implements a focus on teacher mentoring in an effort to ensure retention of teachers in the program (Page e39).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 4**

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

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

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

**Strengths:**

The proposed project provides a high level of support with mentor teachers during program completion and residency which will increase the success of the novice teacher in high need schools (Page e34).

The proposed project will lend support to the partner districts the applicant is working with by helping to fill a higher than typical number of vacancies, thus ensuring students have a well prepared teacher in those high need schools (Page e36).

**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 project will expand the professional development to include more SEL components, as well as focus on more rigorous ELL instruction (Page e38) which will lead to increases in student outcomes.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 2**

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

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

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

- a) **In one or more of the following educational settings:**
  - (1) **Early learning programs**



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

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

**Strengths:**

The proposed program addresses teacher retention, correctly noting it as a critical component to students in underserved communities getting educational access (Page e36). Data provided highlights the issue in the 60 schools that are targeted, with a focus on middle and high school classrooms (Page e90-102).

**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 applicant intends to expand the already established GYO residency program by working with partner districts to train master mentor teachers which will strengthen the educator pool in those high need areas (Page e34).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 06/03/2022 04:01 PM

Status: Submitted

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

## Technical Review Coversheet

Applicant: Columbia College (S336S220033)

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

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

# Technical Review Form

Panel #4 - Panel - 4: 84.336S

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

Applicant: Columbia College (S336S220033)

## 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 proposes a comprehensive plan to expand, diversify, and evaluate (i.e., determine the extent to which teacher retention and student achievement has increased) their current, successful Teacher Residency Model. The applicant has also created 4 corresponding objectives that are measurable and aligned with the overarching goal and competitive preference priorities (e39 – e46).

The applicant intends to create an evidenced-based partnership that will provide an alternate pathway for participants to receive a graduate degree and teacher certification and includes a three- year induction program (e43) and sustained and intensive professional development (e45). The rationale depicted in the applicant's logic model details clearly how project inputs and activities will lead to desired outcomes. The applicant relies on data from a needs assessment (conducted by the applicant to ascertain pertinent information about the schools and students in the proposed LEA; e90-e102), to support the implementation of the project in the proposed service area which ensures that the program is responsive and timely.

The applicant's approach to recruiting teachers of color and middle and secondary teachers is which is based on past enrollments and needs assessments and will likely address the need to attract more diverse candidates for critical need areas in the partner high need LEAs and schools (pg. e30 –e33). Specifically, the applicant will recruit district employees who have an interest in teacher certification and also students from the HBCUs – Morris College and Benedict College and prepare them for the LEA identified shortage area - middle grades/all content areas (e30-31).

Fundamental to the design of the project is the applicant's inclusion of an Advisory Board consisting of higher education faculty, staff from partner LEAs and organizational leaders. This board provides a vital opportunity for partners to meet to review performance data, discuss challenges and propose modifications to project activities (e51).

Columbia College is committed to continuing its work and partnership with NCTR and district partners to ensure project impacts continue beyond the period of federal assistance (e52).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 30**

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

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

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

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

**Strengths:**

The applicant will employ a notable research organization to conduct the external evaluation of the project which will allow for objective review of project components and participant data. The mixed method implementation and impact study will likely yield important, usable findings related to the extent to which the project is achieving the stated goals and objectives, because of the analysis of multiple perspectives. In addition, through the use of quasi experimental designs involving matching treatment fellows with comparable control group teachers, the evaluation will yield useful data related to outcomes such as school climate and student achievement. Moreover, with regard to analysis methods, propensity score analysis will aid in ensuring dependable matching of treatment and control groups involved in the quasi experimental designs which in turn would lead to more reliable results. Data analysis procedures are robust and will enable reliable answers to the evaluation/research questions (e53-61).

**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 includes sufficient evidence of ample resources and finances to support the cost of implementing the project (i.e., the applicant is committing to provide the 100% cost-share match; e66). The applicant intends to commit significant personnel, staff, and other resources, including space and facilities, to this project and plans to leverage existing available resources from within and outside the college. The Institutional Resources and Supports table (e63) provides a detailed and comprehensive overview of the applicant's resource commitment to the project.

All partner IHEs and LEAs have signed MOUs that very thoroughly describe their commitment and the terms of the agreement (e207-e24). Additional current and impending funding will support the project beyond the period of federal assistance which ensures that project impacts are sustained. Specifically, past funding ensured development of the physical center and classrooms and additional impending funding from the SC CHE will be used to continue to support – beyond the period of federal assistance – the applicant's teacher preparation initiatives and specifically the alternate certification pathway (e62).

Moreover, the budget and the estimated cost per teacher (which includes both requested and matched funds) is thoughtful and reasonable based on the provision of services, supports and development yielded based on the objectives, design, and potential significance of the proposed project (e64-e67).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 30**

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

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

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

- (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- (ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

**Strengths:**

The applicant's management plan and timeline (pg. e68 – e71) provide a comprehensive view of project tasks and delineates how and when milestones will be achieved and also describes project activities and persons responsible for various tasks. The applicant also includes a chart that clearly indicates responsibilities. The applicant also provides, within

Appendix D (e106 – e170), sufficient details related to qualifications and experience of key personnel which is indicative of a management team that has the expertise, experience, and knowledge to carry out the project efficiently – on time and within budget.

**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:**

a. The applicant will partner with two HBCUs. By recruiting participants from both institutions and incorporating evidenced based best- practices in teacher preparation, the applicant ensures the likelihood of attracting, supporting, graduating, and placing underrepresented teacher candidates in high need partner LEAs.

**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:**

Per the applicant's design, shortage areas/critical need areas are the areas wherein teacher candidates pursue licensure via the proposed Alternative Pathways to Educator Certification (e30). To ensure a diverse candidate/resident pool, the applicant intends to address barriers that people of color face in pursuing teacher certification by providing supports such as mentoring, tuition assistance and Praxis and critical reading workshops (e33).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 3**

**Competitive Preference Priority - Competitive Preference Priority 3**

**1. Meeting Student Social Emotional, and Academic Needs (Up to 2 points).**

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

- a) Fostering a sense of belonging and inclusion for underserved students.**
- b) Implementing evidence-based practices for advancing student success for underserved students.**

**Strengths:**

The applicant addresses this priority through its proposed development and implementation of more sustained professional development centered on specific topics such as trauma-informed practices, teaching English language learners, classroom management and instructional technology. Moreover, the applicant's preparation of teachers who effectively understand the needs of English language learners and who are able to differentiate instruction to meet those needs, will no doubt, foster student success and a sense of inclusion.  
(e37 – e38).

**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 intends to address this priority via individual coaching, induction support, and professional development to improve teacher retention in the most vulnerable schools in the partner districts. Improving retention is critical to ensuring that children from underserved communities have educational access (e36).

**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 applicant intends to focus recruitment efforts within the partner school districts by working with, training and preparing paraprofessionals to become teachers. In addition, the applicant will support those perspective teacher candidates. by training mentor teachers who are effective in classroom practice, to support (e34).

**Weaknesses:**

No weaknesses note.

**Reader's Score: 0**

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