

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

Status: Submitted

Last Updated: 06/06/2022 03:22 PM

Technical Review Coversheet

Applicant: University of Texas at El Paso (S336S220048)

Reader #1: *****

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

Technical Review Form

Panel #1 - Panel - 1: 84.336S

Reader #1: *****

Applicant: University of Texas at El Paso (S336S220048)

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) A rationale is clearly defined for project activities as supported by various research studies. The applicant's rationale is supported by local needs assessments that identify four problems with teacher preparation programs (pg. e22-27). The applicant also cites research that aligns with each problem. For example, teacher retention issues are a direct result of a lack of mentoring as supported by 2016 research by Darling-Hammond et.al.

(ii) Goals, objectives, and outcomes are clearly outlined. Specifically, four goals are outlined as supported by 16 objectives (pgs. e26-30). Objectives and outcomes are measurable. The narrative also identifies performance measures related to each objective, demonstrating that the project's design was carefully thought out. For example, outcomes aligned with the accomplishment of Goal 3 (Build capacity in and support retention of mentor teachers in partner LEAs by providing high-quality professional development in instructional coaching and mentorship) include year-to-year retention of at least 90% of trained mentor teachers in residency program and in teaching pg. e29).

(iii) It is clear that the project aligns with improving teaching and learning and supporting rigorous academic standards. Specifically, by reforming the teacher preparation curriculum, the revisions will align with the rigorous T-TESS teaching competencies. In addition, efforts to improve teaching and learning are strong as there are intensive interventions to prepare educators for the classroom (pg. e45).

(iv) It is evident that the applicant engaged in a robust examination of research that has informed the project design and ensures the project reflects current knowledge from research and effective practice. The applicant is clear in outlining best practices related to recruitment, preparation, and induction (pgs. e45-46). For example, the implementation of a year-long residency is supported by 2014 and 2016 research demonstrating the effectiveness of high-quality residency models (pg. e46)

(v) Considerable evidence is provided to demonstrate the project design is informed by performance feedback at every level to facilitate continuous improvement. For example, the applicant indicates that feedback will be received at the region-wide systems level, district level, institutional level, and departmental level (pgs. e46-47). The frequency of feedback meetings is indicated and details are provided as to how results will be used to inform actionable change.

(vi) Sustainability of project efforts is well-demonstrated. Specific project elements where capacity building occurs and will continue after the conclusion of federal funding include recruitment efforts, continued staffing support, and professional development (pg. e47) Revisions to nine undergraduate degree concentrations will have lasting impacts on certification areas as well.

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 methods of evaluation are clearly detailed and should provide valid and reliable performance data. The applicant clearly details data sources, data measures, timing, and analyses (pgs. e49-51). Based on the evaluation plan, it should be easy for the evaluation to provide significant data for formative and summative evaluation activities.

(ii) The methods of evaluation are thorough, feasible, and appropriate as the evaluation team will examine three types of data to ensure a comprehensive assessment. Specifically, the applicant will examine administrative records from all stakeholders, survey data, and interview data (pg. e52). These methods of evaluation are appropriate to assessing the goals, objectives, and outcomes of the project. The applicant will also use several types of analyses to evaluate outcomes. For example, the applicant will utilize comparison groups to determine the impact of the program as compared to teacher candidates who do not participate in the program. (pg. e54)

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 institution provides compelling evidence to demonstrate that there is institutional support for the project via the provision of resources. Campus access and institutional resources are well described and indicate the project will have appropriate facilities to conduct activities and facilitate the project (pg. e55). Within the applicant institution, personnel support is well-demonstrated via the institutional commitment of six full-time clinical faculty members (pg. e56).
- (ii) The budget is fiscally sound as demonstrated by the inclusion of all resources needed for implementation (pgs. e292-315). Specifically, the applicant requests funding for key project elements, such as personnel, travel, supplies, and other costs. The narrative discussion indicates that the largest request area is related to hiring Site Coordinators. Semi-annual budget reviews will ensure expenditures are appropriate (pg. e58).
- (iii) Costs for project components are reasonable and are suitable to accomplish the goals and objectives as outlined. Line items have been closely examined and reflect prior knowledge in administering projects of this scope and size. All costs are in alignment with investments in human capital development. (pg. e58)
- (iv) The applicant provides a detailed discussion of the other funding mechanisms that will sustain the project post-completion. For example, the applicant indicates resources in the form of six clinical faculty members who will serve as Site Coordinators (pg. e59). In addition, the applicant cites sustained impacts from the project, particularly the redesign of educator preparation pathways. Sustainability efforts will be data-driven and it is hoped that districts will want to continue program services on a fee-for-service basis after the conclusion of federal funding (pg. e60). Partnership commitments are demonstrated via considerable match funding and letters of support (pgs. e179-193).
- (v) Partnerships are strong and committed partners play a major role in project operations. The project's design and budget were crafted with input from partnering districts and other partners. This is evident given their significant in-kind contributions to the project. For example, philanthropic partners will contribute more than \$700,000 in funding and in-kind support. District partners will allocate \$2.4 million in in-kind support for undergraduate resident stipends (pg. e61)

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:

(i) The applicant presents a strong management plan with clearly defined roles. The project is heavily supported by staff who have extensive experience related to project activities. These include the Principal Investigator supported by the leadership team, recruitment team curriculum revision team, residency team, and the mentor teacher support team (pgs. e61-62). The project management plan is clear in defining program activities, responsibility for execution, and program milestones (pgs. e63-67).

(ii) The applicant outlines comprehensive procedures for ensuring feedback and continuous improvement. For example, several feedback loops are identified such as the feedback loop with the teacher preparation program and faculty to allow for sharing performance data (pg. e37). Other feedback mechanisms will include quarterly governance meetings with district partners (pg. e40) and biweekly leadership meetings (pg. e46)

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 has a strong plan to improve preparation efforts for a diverse teacher candidate population. Specifically, the applicant indicates that of the 375 new teachers produced by the program, over 80% will be Latinx (pg. e14). The institution's designation as a Hispanic Serving Institution indicates its ongoing support to minority institutions.

(b) The project's revamp of the curriculum will include a year-long clinical teaching experience that allows participants to

be ready day one to deliver effective services. (page e20) The curriculum changes should aid in the representation of Latinx teacher candidates' placement and retention as educators.

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 project thoroughly meets the competitive preference priority. As referenced throughout the application, the project will increase the ranks of well-prepared, diverse, and effective educators by 375 (pg. e14). Furthermore, the applicant meets the priority given that clinical teaching residencies are mainly in high-need areas of certification such as bilingual education, STEM, and special education (pg. e20).

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's Residency Model (US PREP) will include objectives related to building competency to foster a sense of belonging and inclusion for underserved students. The professional development opportunities during the clinical period support teacher candidates and give them experience in creating an inclusive culture within their classroom.

(b) The project thoroughly addresses PK-12 students' social-emotional well-being by implementing evidence-based practices. This is accomplished by embedding social-emotional learning professional development into the residency

curriculum (pg. e25). This capacity is built prior to classroom entry, beginning with a three-hour Professional Learning Session on Social Emotional Learning (pg. e38). Staff are well-prepared to deliver these lessons as several have conducted presentations on the benefits of social-emotional learning (pg. E115; e147).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

a) In one or more of the following educational settings:

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

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

Strengths:

(a) Multiple avenues are provided to prepare teacher candidates to address inequities in the PK-12 classroom setting. These include curriculum reforms that educate teacher candidates about how to cultivate a responsive classroom management style. For example, the applicant will revise course ECED-4300 to include Positive Behavior Interventions and Support (pg. e33).

(b) The applicant's Residency Model (US PREP) will include objectives related to building competency to meet the needs of minority/underserved students and ensures they are prepared to work with students from these communities (pg. e36). This supports a better prepared teacher candidate who can cultivate an inclusive learning environment.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

Strengths:

No strengths noted.

Weaknesses:

Not applicable.

Reader's Score: **0**

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Status: Submitted

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Technical Review Coversheet

Applicant: University of Texas at El Paso (S336S220048)

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	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	111

Technical Review Form

Panel #1 - Panel - 1: 84.336S

Reader #2: *****

Applicant: University of Texas at El Paso (S336S220048)

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 rationale for the project is thoroughly detailed to support the project design (pages e20-e26). Specifically, the applicant identifies five problem areas that will be addressed by the project. These include five problems of practices that have been identified through needs assessments conducted since 2019 with the work of the partnering organizations as well as the target school districts. These problems have been identified as insufficient readiness of first-year teachers; teacher retention in rural districts; need for teachers in critical high-need areas; the need to address social and emotional needs of students; and the need for collaboration among institutions of higher learning.

(ii) The narrative clearly details the goals, objectives and activities that support goals of the project (pages e26-e44) supported by measurable and specific objectives. Activities are clearly defined for each objective. For example, the program will have an increased overall enrollment of prospective teachers, more than 80% of whom will be Latinx, into undergraduate teacher preparation program by 3% annually starting from baseline year (2022-2023) (page e27). This will support the goal of leveraging systems-focused, data-driven partnership structures among university, community college, school districts, and philanthropy to strengthen the teacher pipeline in the greater region, with a particular focus on recruitment for high-needs certification areas.

(iii) The applicant provides a clearly detailed narrative within its goals and objectives to encompass activities to build teaching and learning and student success specifically by describing in detail the activities that support the objectives within the project design (pages e26-e44). The applicant will reform the undergraduate teacher preparation curriculum to align with the teaching competencies outlined in its existing program by providing intensive, data-driven coaching to teacher candidates during the year-long residency and to beginning teachers during a two-year induction period (page e45).

(iv) The narrative is robust for reflecting up-to-date research and effective practice to support the project design (pages e45-e46). The applicant provides recent supporting research. For example, Redding (2019) purports that assignment to a same-race teacher for Latinx students is associated with more favorable teacher ratings on behavior and academic abilities are rated more positively. This research supports the project goal of increasing Latinx teachers.

(v) The narrative is well-defined to describe how the applicant will provide feedback and continuous improvement (pages e46-e47). The applicant currently has quarterly meetings with program partners and will continue to do so. Feedback is gathered at the overall system level and at the school level. For example, the institution receives ongoing programmatic feedback from partner LEAs and philanthropic partners through the quarterly meetings of the El Paso Teacher Pipeline Community of Practice.

(vi) The narrative is convincing for describing sustainability (pages e47-e48). For example, the applicant will build capacity within existing personnel. For example, the Site Coordinators have undergone extensive training in the coaching cycle and in supporting residency partnerships, building their capacity in the role. There is a concrete demonstration of partner support as they have provided resources to conduct needs assessments. This is a sufficient plan for sustaining capacity of the partners.

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) No weaknesses noted.

(v) No weaknesses noted.

(vi) No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

(i) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

(ii) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

Strengths:

(i) The methods of evaluation are extensive to provide valid and reliable performance data on relevant outcomes with the external evaluator having experience in evaluating teacher credentialing models (pages e48-e51). Specifically, the external evaluator regularly provides data and evidence from this work back to UNC System teacher preparation programs (TPPs) to inform their improvement efforts. Additionally, for the last three years, EPIC has served as an external evaluator for US PREP, a technical assistance center that provides supports and resources to aid in the transformation of university-based TPPs. Additionally, the applicant provides quantitative and qualitative methodology for collecting such data.

(ii) The methods of evaluation are extensively thorough and feasible for the goals, objectives and activities (pages e51-

e55). The plan includes gathering data in both qualitative and quantitative form. These may include (1) administrative records from the TEA, local school districts, and UTEP; (2) surveys of teacher candidates, mentor teachers, and beginning teachers; and (3) interviews with a range of education stakeholders in the El Paso region. Gathering the data is ongoing and methods are sufficient for informing the project. For qualitative data, the external evaluator will record and transcribe all interviews with project stakeholders and apply a blend of inductive and deductive approaches to finalize a codebook.

Weaknesses:

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

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

- (i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**
- (ii) The extent to which the budget is adequate to support the proposed project.**
- (iii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.**
- (iv) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.**
- (v) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.**

Strengths:

- (i) The plan is detailed to provide facilities, equipment and supplies to support the project (page e56-e58). The applicant will house the project within its Department of Education with classrooms and technology. Additionally, technologically enhanced active learning classrooms, and every student and faculty member has access to Zoom, TEAMS, and Blackboard for teaching, learning, and conferencing purposes.
- (ii) The budget is clearly detailed to cover the cost of project activities (page e58). For example, the budget covers the cost of delivering the project activities for items such as personnel and travel. Specifically, salaries and fringe are covered for key personnel. Additionally, funds are provided by partners. The program has a 100% match.
- (iii) Costs are substantially reasonable to the project design and project objectives (page e58-e59). The project will positively impact the educational outcomes of more than 24,000 students of color in the El Paso region through the rigorous preparation of more than 350 predominantly Latinx teachers over a five-year span thus providing an appropriate student to cost alignment. The institution and partners are contributing 100% of match funds to successfully implement the project.

(iv) The plan is robust for extending beyond the grant funded period (pages e59-e60). As the activities are conducted, it is expected that program activities will be institutionalized. For example, the institution has already invested in the hiring of six full-time, budgeted clinical faculty members to serve as residency Site Coordinators. Activities will continue beyond the period of funding.

(v) The demonstrated commitments of reach of the partners are well defined for the project (pages e60-e61). The list of partners along with their financial contributions are provided (pages e61-e62). Letters of commitments are provided for each partner (Appendix). For example, partners have the commitment to provide resources.

Weaknesses:

(i) No weaknesses noted.

(ii) No weaknesses noted.

(iii) No weaknesses noted.

(iv) No weaknesses noted.

(v) 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:

(i) The management plan is detailed to include a list of personnel and their qualifications (pages e62-e67). For example, the project's leadership team will include Dr. Clifton Tanabe (co-PI), Dean of the College of Education; Dr. Joyce Asing-Cashman (co-PI), Assistant Dean for Teacher Preparation; and Dr. Alyse Hachey (co-PI), Co-Chair of the Department of Teacher Education. A thorough timeline is provided to describe activities for personnel designated.

(ii) Mechanisms for feedback and continuous improvement are clearly described within the project design (pages e26-e44). For example, quarterly meetings are planned for system level and school level leadership who will provide feedback to project leadership.

Weaknesses:

- (i) No weaknesses noted.

- (ii) No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

Strengths:

- (a) The applicant clearly addresses this competitive preference priority as it is a Hispanic Serving Institution. As the lead applicant, the partnership will implement a project that has wide ranging effects on both rural and urban high need schools (page e12). Specifically, schools have high free and reduce lunch percentages, high teacher turnover, and low teacher retention.

- (b) The applicant clearly addresses this competitive preference priority as the activities within the program reforms teacher preparation program so improve the diversity of teach candidates (page e12). Specifically, the applicant's program will impact a total of 375 aspiring and new

Weaknesses:

- (a) No weaknesses noted.

- (b) No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

The applicant clearly addresses this competitive preference priority (page e21) by increasing the proportion of well-prepared, diverse and effective educators serving students. Specifically, the applicant will provide high-quality preparation for pre-baccalaureate candidates through revamped, competency-aligned coursework and a year-long clinical teaching experience.

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 clearly addresses this competitive preference priority (pages e22-e26) by implementing social, emotional, and academic needs activities in the activities for teachers and students in each of the supporting goals. For example, deliberate efforts with dedicated advisors will be devoted to providing academic, social-emotional, and career support services to recruit Latinx teachers.

(b) The applicant clearly provides SEL activities within the mentoring relationships. Additionally, new teachers will have the opportunity to provide such techniques in their field experiences (page e23). For example, new teachers will be able to implement culturally responsive teaching practices and social emotional learning.

Weaknesses:

(a) No weaknesses noted.

(b) No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

a) In one or more of the following educational settings:

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

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

Strengths:

(a) The applicant will serve local school districts within the El Paso Area. Supporting data is provided for demographic. All of the districts listed have over 80% free and reduce meal (FARM) participation (page e82).

(b) Addressing the program practices through this program in its entirety provides well research practices that appear to be impactful for making changes (pages e26-e44). The applicant summarizes key aspects of the program into four goals is sufficient for addressing needs in the area.

Weaknesses:

(a) No weaknesses noted.

(b) No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

Strengths:

No strengths noted.

Weaknesses:

The applicant does not promote a “Grow Your Own” culture to meet the requirements of the Invitational Priority. Absent from the narrative is a description of how the program will address shortages of teachers in high-need areas, schools, and geographic areas. Furthermore, the applicant does not describe, in detail, how it will address the shortage of school leaders in high-need schools and increase the diversity of qualified individuals entering the teacher, principal or other school leader workforce. Thus, the applicant does not address this Invitational Priority.

Reader's Score: 0

Status: Submitted
Last Updated: 06/07/2022 11:30 AM

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Technical Review Coversheet

Applicant: University of Texas at El Paso (S336S220048)

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	30
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	111

Technical Review Form

Panel #1 - Panel - 1: 84.336S

Reader #3: *****

Applicant: University of Texas at El Paso (S336S220048)

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 application provides a comprehensive description on how the proposed project demonstrates a rationale. The applicant provides a theory of action in the logic model, including resources, activities, outputs, and outcomes (short-term, mid-term, long-term) (pg. e90). The applicant describes the needs assessment that provides the rationale for the Miner Teacher Residency and Mentorship Program that proposes to enhance the recruitment, preparation, and retention of predominantly Latinx teachers. The logic model describes the following long-term outcomes of the proposed project: retention of high-quality, newly-prepared Latinx teachers in the profession (3-year retention rate), retention of high-quality, trained mentor teachers in the profession; and increased PK-12 student achievement for underserved students taught by the teachers in this project (pg. e90).

(ii) The application clearly describes goals, objectives, and outcomes to be achieved by the proposed project that are clearly specified and measurable. The applicant describes the following goals: Goal 1: To strengthen the teacher pipeline in the greater El Paso region; Goal 2: To ensure the readiness of predominantly Latinx candidates through a research-base preparation curriculum and a year-long residency in a high-need LEA; Goal 3: To build capacity of mentor teachers through high-quality professional development; and Goal 4: To support the development of predominantly Latinx beginning teachers through a university-provided induction program. The applicant aligns each goal to objectives, measures, and measurable outcomes (pgs. e26-e44).

(iii) The applicant demonstrates how the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The propose project represents a comprehensive effort to improve teacher performance, resulting in an increase in PK-12 student learning outcomes. This will be accomplished by strategically reforming the undergraduate teacher preparation curriculum to align with the teaching competencies outlined in Texas Teacher Evaluation and Support System (T-TESS) and by providing intensive coaching to teacher candidates during the year-long resident and to beginning teachers during a two-year induction period. The T-TESS rubric will be utilized as a coaching tool that uses evidence-based teaching and learning practices that will align not only across the applicant institution's teacher preparation and induction program, but also with partner school districts, which use T-TESS to assess teacher performance on an annual basis (pgs. e44-e45).

(iv) The applicant thoroughly describes the design of the proposed project that reflects up-to-date knowledge from research and effective practice. The proposed project reflects the most up-to-date knowledge on recruitment, preparation, and induction in the following ways: recruitment of Latinx teachers to serve students of color; teacher preparation coursework revisions; year-long residency with intensive coaching and support; and high-quality, aligned induction support (pgs. e45-e47).

(v) The applicant provides clear performance feedback and continuous improvement that are integral to the design of the proposed project. The performance feedback is integrated into the proposed project at multiple levels with multiple stakeholders. The applicant describes performance feedback at the region-wide, systems level, at the institution level, and at the department level. The applicant describes how these structures are all aimed at creating a learning culture within the teacher program focused on using multiple forms of data for shared dialogue, collective action, and continuous improvement (pgs. e46-e47).

(vi) The applicant demonstrates how the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. The applicant demonstrates that the pre-conditions for the sustainability of this work are already in place from an institutional standpoint and from a district partnership standpoint. The applicant describes the investments of the applicant institution and how the institution has worked with and will continue to work with existing and new district partners to establish effective, durable mechanisms for communication and feedback, such as the shared governance structure. These structures will be codified in a UTEP-LEA Memoranda of Understanding. The applicant and the district partners will jointly plan next steps towards achieving the sustainability of the new teacher induction aspect of the project, which may involve a fee-for-service framework (pgs. e47-e48).

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

(iii) No weaknesses were noted.

(iv) No weaknesses were noted.

(v) No weaknesses were noted.

(vi) No weaknesses were 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 demonstrates that the methods of evaluation will provide valid and reliable performance data on relevant outcomes. The applicant clearly aligns each goal to the data source, data measures, timing, and analyses. The applicant provides a comprehensive plan describing the data sources and measures, the frequency of data collection/analysis, and high-level analysis approaches to the evaluation. (pgs. e48-e51).

(ii) The applicant clearly describes how the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The applicant will leverage the following three types of data: administrative records from the Texas Education Agency (TEA), local school districts, and from the applicant institution; surveys of teacher candidates, mentor teachers, and beginning teachers; and interviews with a range of education stakeholders in the El Paso region. The majority of the administrative data for the project will come from the TEA and includes data on the enrollees and completers, including their demographics and certification areas, where student teaching/residency placements occurred, and candidates' scores on their licensure exams and other relevant data. The applicant demonstrates that formative findings from quantitative and qualitative analyses will be used to inform the implementation of MTRMP. This will occur through regular meetings between the leadership/project personnel and Education Policy Initiative at Carolina (EPIC) and EPIC's participation in the Teacher Preparation Data Dialogues and governance meetings with LEA partners (pgs. e51-e55).

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were 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 clearly describes the adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. The College of Education, where this project will be based, is equipped with technologically enhanced active learning classrooms, and students and faculty members have access to Zoom, TEAMS, and Blackboard for teaching, learning, and conferencing purposes. The College of Education made an initial investment in 75 mini-iPads and mini-tripods, which will be loaned to the pre- and post-bac teacher candidates during their residency year starting in 2022-2023 to help facilitate the recording of their T-TESS-aligned observation cycles (POP Cycle) lessons. The students and Site Coordinators also have access to the cloud storage services to be able to store videos and program documents for both POP Cycle and edTPA purposes. The College of Education provides a data management platform called the Educator Preparation Online Portal, where all teacher candidate placement and performance data are maintained, and which serves as the basis for data visualization as part of the quarterly governance meetings with LEAs and for Teacher Preparation Data Dialogues with faculty (pgs. e55-e58).

(ii) The applicant describes budget that is adequate to support the proposed project. The application describes a comprehensive and detailed line item budget and budget justification for the following line items: personnel, fringe benefits, travel, supplies, contractual, other, and indirect costs. The proposed budget for this project matches the personnel and other needs required to achieve its intended outcomes. The largest budget category is support to hire three induction Site Coordinators, which is matched by the institutional support for the residency Site Coordinators (pgs. e58; e292-e308).

(iii) The applicant provides costs that are reasonable in relation to the objectives, design, and potential significance of the proposed project. The proposed project seeks to positively impact the educational outcomes of more than 24,000 students of color in the El Paso region through the rigorous preparation of more than 350 predominantly Latinx teachers over a five-year period. The design of the project is based on a proven model of effective preparation and development. The alignment around a common framework for teaching and a common set of high-leverage coaching practices help maximize the use of resources towards the project's key outcomes (pgs. e58-e59).

(iv) 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 critical to the project's long-term success; or more than one of these types of evidence. The applicant demonstrates that pre-conditions for sustainability are built into this proposed project. The planning for the sustainability of the proposed program will be built into the project, with data collection an analysis starting in Year 2 to assess and track the impact of the project on first- and subsequently second-year teachers. The goal will be for districts to take on the costs for the program for their district, on a per teacher basis, at the end of the project term (pgs. e59-e60).

(v) The applicant describes the relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. With the initiation of the El Paso Teacher Pipeline Community Practice and the co-design and pilot launch of the year-long residency, these partnerships with school districts are now operating at a much higher level. The applicant describes the communication and collaboration that is built into the shared governance structure with the applicant institution and the school district partnerships (pgs. e60-e61).

Weaknesses:

(i) No weaknesses were noted.

(ii) No weaknesses were noted.

(iii) No weaknesses were noted.

(iv) No weaknesses were noted.

(v) No weaknesses were 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:

(i) The applicant describes a comprehensive 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. The project will be led by the Associate Dean of Undergraduate Studies and Education Preparation, who will serve as Principal Investigator. The Principal Investigator will oversee the project's leadership team and be responsible for the achievement of all project goals and objectives, as well as the efficient use of resources to accomplish project objectives. The applicant describes the project's leadership team (Dean of the College of Education, Assistant Dean for Teacher Preparation, and Co-Chair of the Department of Teacher Education, who will each serve as a Co-PI. The applicant provides a very thorough project management plan and aligns the timeline, program activities, responsible parties, and program milestones. The applicant aligns each of the key personnel to a description of their qualifications and duties (pgs. e62-e69).

(ii) The applicant describes an adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. The applicant describes ongoing programmatic feedback from partner LEAS and the partners through the quarterly meetings of the El Paso Teacher Pipeline Community of Practice. At the district level, the applicant will share teacher candidate performance data and mentor teacher feedback through quarterly shared governance meetings. These data will provide the communication and collective action to address challenges and gaps found in the data, all toward the goal of improving teacher preparation and induction (pgs. e29-e30; e62-e69).

Weaknesses:

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

Overview:

The applicant clearly addresses Competitive Preference Priority 1: Increasing Educator Diversity. The project proposes to recruit, prepare, and support Latinx teacher candidates to serve predominantly low-income, Latinx students in the targeted region.

(a) The applicant clearly addresses Competitive Preference Priority 1: Increasing Educator Diversity. The project proposes to recruit, prepare, and support Latinx teacher candidates to serve predominantly low-income, Latinx students in the targeted region (pg. e20).

(b) The applicant describes 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 (pg. e20).

Weaknesses:

(a) No weaknesses were noted.

(b) No weaknesses were 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:

Overview:

The applicant clearly addresses Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Grow to Strengthen Student Learning. The project's focus is on high-quality preparation and year-long clinical teaching residencies for predominantly Latinx teacher candidates.

The applicant clearly addresses Competitive Preference Priority 2: Supporting a Diverse Educator Workforce and Professional Grow to Strengthen Student Learning. For example, the project's focus is on high-quality preparation and year-long clinical teaching residencies for predominantly Latinx teacher candidates, especially in the high-needs certification of bilingual education, special education, mathematics, science, and computer science (pg. e20).

Weaknesses:

No weaknesses were 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:

Overview:

The applicant clearly addresses Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs. The applicant describes the integration of social emotional supports for promoting access and equity in PK-12 classrooms into the teacher preparation curriculum and year-long residency cohorts.

(a) The applicant addresses Competitive Preference Priority 3: Meeting Student Social, Emotional, and Academic Needs. The applicant describes how the proposed project will foster inclusion for underserved students. The applicant describes the integration of social emotional supports for promoting access and equity in PK-12 classrooms into the teacher preparation curriculum and year-long residency cohorts (pg. e20).

(b) The applicant describes implementing evidence-based practices for advancing student success for underserved students. The applicant describes how it will utilize the inclusion of research-base practices for promoting access and equity in PK-12 classrooms into the teacher preparation curriculum and year-long residency cohorts (pg. e20).

Weaknesses:

- (a) No weaknesses were noted.
- (b) No weaknesses were 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:

Overview:

The applicant clearly addresses Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities.

(a) The applicant clearly addresses Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities. The applicant demonstrates a project designed to promote educational equity and adequacy in resources and opportunity for underserved students. The project will include research-based practices for promoting access and equity in Pk-12 classrooms into the teacher preparation curriculum (pg. e20).

(b) The applicant 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. In the GEPA statement, the applicant demonstrates that the proposed Miner Teacher Residency and Mentorship Program (MTRMP) adheres to the driving mission and aims to provide equity of access to the highest-quality teacher preparation experiences for all prospective students, regardless of race, gender, national origin, color, disability, or age. The applicant indicates that this equity of access is included in the structural foundations of the Miner Teacher Residency program, which was designed not to be a boutique residency but rather to be scaled to all students majoring in education (elementary/middle grades/special education). The proposed MTRMP as part of the Teacher Quality Partnership program seeks to further scale the residency to include secondary education pathways, expanding access for prospective teachers (pg. e7).

Weaknesses:

(a) No weaknesses were noted.

(b) No weaknesses were 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:

Overview:

The applicant did not address the Invitational Priority: Grow Your Own.

N/A

Weaknesses:

N/A

Reader's Score: 0

Status: Submitted

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