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

Technical Review Coversheet

Applicant: Prairie View A&M University (S336S220055)
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	18
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	0
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	107

Technical Review Form

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

Applicant: Prairie View A&M University (S336S220055)

Questions

Selection Criteria - Quality of Project Design

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

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

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

   Strengths:

   (i)   The applicant demonstrates a rationale for the proposed project that the project, designed to increase student achievement in high-need schools. (e 55)
   (ii)   There are nine clear program goals with measurable objectives to coordinate program elements and to monitor how project outcomes will be reached. One of the goals is to assess how high-need districts compare with others in terms of equity, access, hiring, climate and student achievement. Data collected will provide the status of each school within each district. (e 28) After need assessment the objectives are determined, performance measures, tasks, personnel responsible, milestones and desired outcomes. (e 28)
   (iii)   The proposed project, LEADERS, focuses on a comprehensive plan to improve teaching and learning, with strategies and services that support high-quality methodologies and rigorous standards. It involves IHEs, LEAs that have committed to the effort. (e 47)
   (iv)   The proposed project provides an extensive account of evidence-based research and practices and knowledge of the needs of the target area. Residents placed in high-need schools will have opportunities to apply evidence-based theories of child development and high leverage teaching practices in a real-life school setting. According to Ladson-Billings (2014) that pedagogical mindset with knowledge, skills and an equity pedagogue, "teacher interns gain an understanding of their role as agents of change" (Ford, et al., 2001) (e 65)
   (v)   The project design has built-in indicators for continuous improvement that will provide ongoing assessments. Program leadership will revisit quarterly to determine implementation fidelity, if changes are needed, they can be efficiently identified to attain the desired outcomes. (e 88)
   (vi)   The proposed program will build capacity by improving the content knowledge and pedagogy of 105 highly qualified teachers, 60 prospective principals, with high-quality support for sustained instructional improvement. (e 52)

   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 are feasible, appropriate to address the program goals. The evaluation plan will use a mixed methods data collection with a qualitative perspective. Relevant data is collected from a large sample size and the data sources generate numeric and statistical estimates of the populations.
(e 47, 76)

(ii)   The evaluation methods are thorough, feasible and appropriate, providing measurable goals and objectives and determine if the desired outcomes were achieved. The applicant evaluates the appropriate research questions guide the program design, evaluation, and program findings. An evaluation of outcomes question "how do resident teachers compare with non-resident teachers on teacher retention by year, self-efficacy, performance evaluations and student outcomes" (e 78)

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 demonstrates a level of support to the program with resources that are valued at 50% of the grant funding. (e 80)

(ii)   The applicant proposes an adequate budget of $14,147,596 with $7,073,798 federal funding and equal cost share/match. The budget is adequate to serve the school districts and to support the scope of the services that include preparing 105 highly qualified prospective teachers and 60 prospective principals at the target high-need schools. (e 81)

(iii)   The costs are reasonable and support high-quality strategies that will enhance the curriculum and services for access. The applicant describes average costs for providing the program services. (e85)

(iv)   The applicant describes the strong commitment from the IHEs, and LEAs to serve high-need schools. The proposal includes a financial plan operating model for long-term collaborations for implementation and sustainability after federal funding ends. (e 85- 86)

(v)   The proposed project is relevant to outcomes experienced with evidence-based practices. The applicant and five partnerships have demonstrated a commitment to the LEADERS program and has provided an elaborate plan for sustainability. (e 85-87)

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 provides a management plan is well organized with activities addressing program objectives, benchmarks, timeline, and the staff responsible. A detailed recruitment plan leads to the selection of 65 residents per year who reflect a diverse population to serve high-need schools in subject areas that are in high need for qualified teachers and leadership. Planning activities are listed, and tasks are identified along with person responsible for the delivery. (e 90)

(ii)   The applicant provides a good description of monitoring and evaluation methods to be able to conduct continuous improvement assessments that are in place to ensure that any needed modifications can be identified to maintain fidelity and maintain the program on track. (e 88)

Weaknesses:

The applicant does not provide specific timelines, more information is needed on the allocation of time for the mentors. There is no description to determine who will be managing grant funds. Timelines provide a clearer picture of the plan to implement program services and it is important to identify who will be the key staff to manage grant funds and budgetary responsibility.

Reader's Score: 18

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

   Strengths:

   The applicant is a HBCU and recently assigned HIS serving minority populations in a high need schools district that incorporates best practices to attract, support, retain, graduate and complete professional development, internships and licensure of underrepresented teacher candidates and increase educators' diversity. The proposal meets this Competitive Preference Priority. (e 53)

   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 has clear objectives to increase the number of well-prepared, diverse teachers and educational leaders to address the shortage of teachers of color in high-need schools teaching subject areas in demand of qualified teachers in: STEM, English Language Learners, Special Education, to a diverse student population. (e 17)

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:

   Not found.

   Weaknesses:

   Not found.

Reader's Score: 0

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 proposes a project that will create a pedagogical mindset and teaching strategies that promote equity will implement practices that are inclusive, unbiased, equitable and identity safe learning environments. Based on evidence-based research, the pedagogical mindset and approaches to empower students socially, intellectually and emotionally, as they gain the skills and knowledge, they understand their roles as agents of change. (Ford, et al., 2001). (e 65)

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 addresses this Invitational Priority in a Grow Your Own approach to reduce the attrition of teachers and leadership in the target schools. The project will prepare 105 highly qualified teachers and 60 prospective principals from populations of color to serve students in areas of high-need with culturally responsible curriculum, extended pathways for a master's degree, teacher and leader support and induction. (e47)

Weaknesses:

No weaknesses noted.

Reader's Score: 0

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

Technical Review Coversheet

Applicant: Prairie View A&M University (S336S220055)
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	0
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	109

Technical Review Form

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

Applicant: Prairie View A&M University (S336S220055)

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 design uses research based 5-Point Comprehensive
   community Induction Framework for the LEADERS project.(e65) which reflects up-to-date knowledge from research and effective practice.

   The LEADERS program will provide candidates with mentors, a site coordinator/coach, university supervisors, program leaders, community mentor, and a leadership team to provide a culture of community for candidates. (e68) and ensure continuous improvement.

   Support will be provided beyond the first year of residency and help forge deep community

   ties that will extend beyond the grant period. (e69)

   Clear, feasible and appropriate goals, and objectives, and outcomes of the proposed project are laid out in the evaluation design that state they will take an emergent approach and allow the individual data to speak on its own, constantly comparing the data with their own interpretations. (e.80)

   Goals are laid out in a table (e31-34) with strategies to design a data access, collection and analysis scheme to discuss performance measures in year 1,2,3, and 4 resulting in continuous feedback and improvement (e33)

   Weaknesses:

   No Weakness noted

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

A quantitative methodology will be used that will allow statistical results to be used in evaluating the performance of the project. (e76)

The SMART goals and objectives are feasible and appropriate for the program. They present meaningful questions and objectives that allow for in-depth construction inquiry. (e77)(e59)

Weaknesses:

No weakness noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

The program resources demonstrate a commitment between Prairie A&T and Texas A&M with detailed task commitments from partner school districts. This is critical to long-term success (e84).

The program has aligned bi-monthly roundtable gatherings to discuss district needs, data and implications as well as issues that develop.(e85) These meetings will contribute to long term success.(e85)

A Multi-year financial budget plan included in the project demonstrates broad support from all stakeholders. (e86-89)

Weaknesses:

No Weakness noted

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

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

   Strengths:

   The plan is researched based around 10 best practices in the teacher preparation plans and school partnerships. (e88)

   Continuous Improvement is an establish stage in the planned roadmap and shared governance strategy. (e88)

   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:

LEADERS provides appropriate service to high-need schools falling within Qualified Opportunity Zones. K-12.

Weaknesses:

No weakness noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

   Strengths:

   47 candidates commit to a partner ISD for three years and strengthen student learning.(e47)in high need shortage areas such as STEM, special education, and bilingual.9e47)

   Weaknesses:

   No weakness noted

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

Strengths:

Not addressed

Weaknesses:

Not addressed

Reader's Score: **0**

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 program uses the CCIF to anchor the educators in the community and build connections that create an inclusive supportive learning environment. (e67)

   #### Weaknesses:

   No weaknesses

Reader's Score: **2**

Invitational Priority - Invitational Priority

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

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

Strengths:

The project address Grow Your Own Programs through interdisciplinary and community recruitment of students. This synergistic Grow Your Own (GYO) approach proposes to reduce the attrition rate of teachers and leaders in target schools, thus providing continuity and improved educational outcomes

Weaknesses:

No Weakness noted

Reader's Score: 0

Status: Submitted
Last Updated: 06/07/2022 04:51 PM

Technical Review Coversheet

Applicant: Prairie View A&M University (S336S220055)
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	18
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	0
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	107

Technical Review Form

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

Applicant: Prairie View A&M University (S336S220055)

Questions

Selection Criteria - Quality of Project Design

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

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

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

   Strengths:

   (i)   The proposed project demonstrates a rationale to serve high needs school districts in establishing and implementing a teacher and school leader preparation program in response to the escalating needs of area schools. The Leadership Equity Across Diverse Environments with Revolutionary Synergy (: LEADERS) addresses the National Priority 4. Partnership grants for developing leadership programs are identified in conjunction with establishing an effective teaching residency program under Absolute Priority 2 and meeting Competitive Preferences 1, 2, 4, and the Invitational Priority in a partnership with Grow Your Program. The program is designed to serve 105 prospective teachers and 6o prospective principals in yearlong teaching and leading experiences with a master's degree program to equip participants for service in high needs K-12 educators capable of leading and transforming school culture and student academic outcomes through a culturally responsive and sustaining curriculum with extended pathways for teacher certification an on-ramp learning for recent graduates. P. 52

   The program design addresses the need to develop innovative efforts to increase the diversity in the number of teachers and school leaders prepared to meet the needs of students of varied populations across Texas. The applicant is an eligible designated Hispanic Serving Institution with a history of innovative preparation of diverse school leaders through the Education Research Leadership Center. The program partners Prairie View A & M, a Historically Black College University, with Texas A & M to train staff to meet the needs of students of color with culturally responsive and sustaining efforts toward change; the demographics of the population served are charted and compared to the Texas Public Schools, and the state data and those served in the partnering institutions. The program focuses on helping teachers and school leaders in the Houston Independent School District by educating K-12 youth and supporting over 100 spoken languages, 52.7% of students considered at risk for dropping out of school. The program also serves educators and leaders from Hempstead Independent School District, a rural school with 72.6& identified as at risk for school dropout and 84.1% considered economically challenged. Other schools to be served are identified, and the details of their needs are related to low-income and at-risk factors. P. 52, 53
   A concise Logic Model effectively identifies the program needs and proposed solutions aligned to inputs, outputs, and outcomes/impact. Specifically, by introducing the Culturally Responsive -Residency Mode- Culturally responsive educators will demonstrate the space of reduced academic equity gaps in high needs schools in the QOZ schools. In

addition, the Logic Model advances a program impact focused on sustainability y of the program model for residencies, mentoring, and service-learning approaches to the teach and er, and leader preparation. P. 126

(ii)The proposed program effectively identifies five primary needs in designing specific goals, measurable objectives, and outcomes. Six objectives are aligned to attain success in the predation of teachers and school leaders to impact student learning in rural and urban underserved schools. The Logic Model presents input, output, and outcome/impact focused on serving 105 teacher candidates and 60 principal candidates to improve instructional experiences for learners in high-needs schools identified in QOZs. The Grant Application Form for Project Objectives and Performance Measures. The information identifies program objectives and performance measures. A performance measure is specified to demonstrate a three-year emblem retention rate of 80% of residents to express a desire to remain in their school, serving the needs-risk urban and rural youth. P. 126, 314

(iii)   The proposed project is part of a comprehensive effort to the program partners of the university and the local school district in a program to address identified needs and provide support and improvement based on school level needs assessments focused on teaching and learning and the support of rigorous academic standards for students learning. This is evidenced in the program's Five Core Components, which encompass a focus on li. In addition, the program is referenced as informed by states'   accountability indicators to design and implement evidence-based intervention to address the identified resource inequities in urban and rural schools. P. 71

(iv)   The proposed project's design reflects up-to-date knowledge from research and effective practice and builds on successful research-based initiatives and Grow Your Own best practices. The Rand Institute and the Wallace Foundation are referenced for documenting transformative practices. For example, the five fundamental attributes linked to quality residencies in the proposed program are related to the research-based 5-Point Comprehensive Community Induction Framework, complementing the aspects of teacher preparation that potentially impact teachers. The proposed program implements research-based strategies in evaluation focused on implementing multiple measures to gather evidence to inform decision-making and gauge stakeholders to take an active role in promoting the growth and sustainability of partnerships. The New Teacher Center's Teacher Induction Program Standards and the Center for Innovation and Research Standards are referenced to frame the program evaluation and implementation design, P. 65, 76

(v)   The application narrates a program design detailing some strategies focused on performance feedback and continuous improvement, Of the proposed project. The program schedules evaluation to begin in the eighth month and continue throughout the program, seeking regular feedback from the governance team. Feedback is specified as incorporated into reflective practices and observations from instructional coaching sessions. It is noted that feedback is considered data-driven program decision-making and sustainability. P. 88, 96

(vi)   The proposed project details program design components focused on building and yielding results that will extend beyond the period of Federal financial assistance. It is claimed that the program will develop long-term collaboration among partners and leverage resources to institutionalize the program to build capacity beyond the grant period. The program is aimed to develop a culturally responsive and sustaining curriculum with extended practices for teachers' certification and degrees, positioned to last beyond the grant-funded period. P. 52, 85

Weaknesses:

None are noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

(i) The program encompasses evaluation methods designed to provide valid and reliable performance data on relevant outcomes. Multiple assessment measures have been developed, guided by the New Teacher Center's Teacher Induction Program Standards, to gather information from stakeholders regarding promoting growth and sustainability. Project evaluation questions are detailed and focus on assessing progress toward meeting objectives and engaging stakeholders in evaluating the program's quality compared to other programs. The program details assessment methods for assessing the fidelity of implementation and the duration of services from the program's major components, including mentoring and field supervisor. Evaluation questions focus on detailed outputs to assess the effects of the comprehensive teacher and leader residencies. A quasi-experimental design will provide data to compare the program with matched schools with high needs focused on 60% or more economical conditions within the Qualified Opportunity Zones. P.78, 79

(ii)   The proposed program details evaluation methods are thorough, feasible, and appropriate to the proposed project's goals, objectives, and outcomes. This is evidenced in proposing a quasi-experimental design to obtain data to be compared with matched comparison schools on several characteristics, including the percentage of low-income students, second language, etc. Schools selected for the proposed program implementation will be matched with similar schools to gain information about the program's impact. The model to be used for comparison is charted. Data for the comparison will evaluate the resident teacher and resident principal preparation, support, and retention within the high needs school theory CCIF Model. In addition, evaluation methods incorporate the Culturally Sustaining Pedagogy to evaluate the effectiveness of preparing culturally responsive teachers and school leaders. P. 78, 79

Weaknesses:

None are noted.

Reader's Score: **20**

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

(i)   The proposed program narrates an adequate scope of support from the applicant organization, including facilities, equipment, supplies, and other resources. This is evidenced in detailing the commitment of committees within the university and with program partners. Letters of support are provided detailing partner commitment to the program. The total anticipated 5-year program budget is $14,147,596.00 with a grant match of $6,988,011.00. The share of the program is specified as 50% of the budget and includes a cost-share for post-baccalaureate residents, in-kind contributions, small state grants, facilities, and fringe. The commitment of program university partners is detailed, specifying the committee of personnel, including the release time of expert faculty to work with program residents, release time for the Assistant Dean of Educators Preparation, supersavers, and the certification officer. Partners in the school districts are detailed to include recruitment and selection of teacher residents, providing a stipend for post Baccalaureate students, supporting students in state loan forgiveness program, and using facilities. P. 80-84

(ii)   The proposed budget is adequate to support the proposed project. The budget request is calculated at $ 7073,798.02 at 50, % with the applicant providing a cost match. The budget allocates funds for key personnel, including the program and two Co-PIs. In addition, adequate funds are budgeted for travel to attend bi-monthly meetings with various participants in retreat programs and summer programs and to required meetings in DC. Funds are allocated to equipment providing access to Zoom and other conference operations. The budget allocates funds for necessary supplies related to curriculum and programs. P 282-284

(iii)   The applicant narrates reasonable costs concerning the proposed project's objectives, design, and potential significance. This is substantiated in a justification specifying that all costs meet three criteria, including questioning if the const is necessary to perform responsibly and is it the least amount that can be spent on the item or service. The service or supply must be allowable and support program sustainability to assess reasonableness. P.84-86

(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. This is evidenced in identifying potential funding sources to include participation in the district allocation of funds for personnel in their school budgets, scholarships available through endowments to offset the costs per residency, and those programs created in-house to be sustained. In addition, the application identifies potential funding sources from foundations, including Trellis Foundation, the Texas Education Association Grow Your fund and Willow R. Green College Education endowment, and an endowment from the College of Education and Human Development. It is proposed to create a team and marketing plan with advisors across the colleges to develop and market the program. P. 87-89

(v)   The application narrates the commitment of partners in the proposed project to the implementation and success of the project. Four higher education institutions are identified to collaborate in the program and partner with high-needs school districts to develop leadership programs in conjunction with the established Effective Teacher Residency Program. Texas A& M is identified as a lead partner. A letter from this partner identifies commitment specifying providing technical support to develop ten new culturally responsive and culturally sustaining professional development and an annual Residency Fidelity Implementation evaluation. P. 65, 80- 85, 268

Weaknesses:

None are 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 application narrates some components of an adequate management plan designed to identify persons and partners in collaboration to achieve milestones for accomplishing project tasks. A three-stage managerial roadmap is detailed with componence for share governance – initiation, implementation, and continuous improvement. Each stage is fully detailed. For example, stage one focused on assisting partners in the school districts who have diagnosed needs to develop support and improvement. The identification of the needs of the schools in the target area and the development and implementation of a comprehensive support and improvement plan. The second phase of the management plan is focused on recruitment and section process to identify teacher and principal candidates for the program, recruiting 65 residents annually who reflect the diversity of the communities served. The target school enrollment is noted for the education of Latinx and African American students. Therefore, the selection of candidates specifically considers academic, cultural, and experimental variables and the candidate's commitment to the program and teaching in high-needs schools. P. 89

A significant component of the props project is coordinating and synchronizing among the school partners and the university on successful project implementation. Management is also noted to include oversight of professional development for key staff and mentors and partner schools to strengthen their training of mentors and supervisors. Professional development is specialty details and notes cultural responsiveness and community involvement as hallmarks of the program. Continuum program improvement and programmability are well developed, noting commenting communication and data sharing as pivotal for program success. P. 90

(ii)   The application details adequate procedures for ensuring feedback and continuous improvement in the operation of the proposed project. This is evidenced in a broad scope of strategies to garner feedback, including monthly roundtable gathers to discuss district needs, trends in residency and induction data, and its implications for partnerships to work together on any issues. Seeking regular feedback from the governance team and disseminating results is noted. Feedback is indicated to be obtained from mentors to guide teachers with practical information during their professional development. Site supervisors are also included to serve as trusted school leaders and provide feedback to help residents move from lower to high levels of pedagogical performance. P. 92

Weaknesses:

(i)   Adequate information is lacking to specify a timeline for data collection. The timely collection of data from various audiences is essential to gain perspective for various audiences for data-driven decisions to advance continuous program improvement. In addition, information is lacking to address the criteria to identify a procedure or the person designated as responsible for ensuring the proposed project is completed within budget, to ensure effective program operations.

(iii)   Information is lacking to indicate specific time frames for feedback from mentors and residencies. While it is stated to obtain feedback from mentors, a specific time frame or strategy is lacking to define an effective managerial approach to advance improvement and progress.

Reader's Score: 18

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

   Strengths:

   a)   The application designs a comprehensive teacher preparation program to serve teachers and principals in high-
   needs schools falling within Qualified Opportunity Zones. The program is research-based to enhance and strategically
   target high-need districts by preparing highly qualified, diverse teachers and leaders who can support the academic,
   social, and emotional needs of disconnected youth in grades K-12. The program details a collaboration between the
   university and the high local needs schools to incorporate best practices for attracting, supporting, graduating, and placing
   underrepresented teacher candidates. P. 47

   Weaknesses:

   None are noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

   Strengths:

   The proposed project is designed to increase the proportion of well-prepared, diverse, and effective educators serving
   students, focusing on underserved students, by increasing the number of certified teachers in a shortage area. The
   program supports diverse educators, leveraging an innovative research-based Comprehensive Community Induction
   Framework that emphasizes community and culture, serving 65 teachers and teacher leaders annually. The program
   develops educators' skills to do and commit to doing high-needs schools in the partner districts. P. 52, 61

Weaknesses:

None are noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:

   The applicant does not specify seeking consideration for the criteria.

   Weaknesses:

   The applicant does not specify seeking consideration for the criteria.

Reader's Score: 0

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 is designed to promote educational equity and adequacy in resources and opportunities for underserved students in grades K-12 in high-needs schools. Program services promote equity in teacher residencies to promote equity in students' access to educational resources and opportunities using culturally sustainable practices. An MOU states providing services for participants to access integral resources. P 52, 271

Weaknesses:

None are noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

Strengths:

The proposed projects detail a program design that establishes a Grow Your Own initiative to address teachers' shortages in high-need areas and schools and increase the diversity of qualified individuals entering the teacher, principal, or other school leader workforce. The innovation of program components is noted in interdisciplinary and community recruitment outreach for participants. The Grow Your Own program approach proposes to reduce the attrition rate of teachers and leaders in high needs target schools and provide the community with adequate sustained staff who are capable leaders to transform the school climate. Innovation is noted in outreach to the community to affect a more sustained team through training in a culturally responsive curriculum and extended pathways for master's degree programs P. 47

Weaknesses:

None are noted.

Reader's Score: 0

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