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

Technical Review Coversheet

Applicant: Winston-Salem State University (S336S220071)
Reader #1:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	28
Quality of the Management Plan		
1. Management Plan	20	20
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Educator Diversity	4	4
Competitive Preference Priority 2		
1. Diverse Workforce	3	3
Competitive Preference Priority 3		
1. Meeting Student Needs	2	2
Competitive Preference Priority 4		
1. Promoting Equity	2	2
Invitational Priority		
Invitational Priority		
1. Grow Your Own	0	0
Total	111	109

Technical Review Form

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

Applicant: Winston-Salem State University (S336S220071)

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:

   Overview:
   The applicant presented rationale addressing six factors for the quality of the design of the proposed project.

   Supporting Statements:

   Strengths:

   The proposed project demonstrates a rationale for the project by providing exemplary concrete examples of how it would expand, diversify, strengthen, and evaluate equitable access to program services for all participants in the program (pages e19-e32).
   The exemplary goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (pages e23-e26).
   The proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students by providing a yearlong cohort-based clinical teacher residency experience with multiple partners (pages e27 – e29).
   The design of the proposed project reflects exemplary up-to-date knowledge from research and effective practice by utilizing activities based on current research and modeled after evidenced-based programs (pages e29-e35).
   The performance feedback and continuous improvement are integral to the exemplary design of the proposed project by incorporating yearly evaluations, focus groups, data collection, and teacher survey data to inform program structures and processes (pages e43).
   The proposed Project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance by maintaining collaboration with district partners, University Partnerships, higher education experts, and in-kind support to ensure program quality, review, improvement and impact (pages e49-e53).

Weaknesses:

Weaknesses were not identified.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

Overview:

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

Supporting Statements:

Strengths:

The methods of evaluation will provide valid and reliable performance data on relevant outcomes by using a longitudinal, mixed-methods design (Creswell & Plano Clark, 2006) to collect quantitative and qualitative data on the program participants embedded with a quasi-experimental design to compare the progress of new WS-TEACH graduates to those comparable, non-participating WS/FCS Beginning Teachers (BTs) hired at the same time within the district. (pages e58-e59).

The formative evaluation and summative evaluation of the project data will provide evidence of the impact of the thoroughness, feasibility, and appropriate goals, objectives, and outcomes of the proposed project (page e58-e59).

Weaknesses:

Weaknesses were not identified.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

(i)   The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

(ii)   The extent to which the budget is adequate to support the proposed project.

(iii)   The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(iv)   The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

(v)   The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

Overview:

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

Supporting Statements:

Strengths:

The project represents a strong collaboration among institutions of higher education, various academic departments, districts, and organizations to demonstrate exemplary adequacy of support, including facilities, equipment, supplies, and other resources (pages e49-e53).

The budget is reasonable and supports all necessary costs to ensure full implementation and quality of the proposed project (pages e49-e53).

The costs associated with the proposed project are reasonable in relation to the objectives, design, and potential significance of the proposed exemplary project (pages e49-e53).

The applicant demonstrates it has exemplary resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of co-University partners; evidence of broad support from stakeholders (e.g., Winston-Salem Foundation) critical to the project's long-term success (pages e49-e53).

The partners associated with the proposed project are committed in time, service, and costs because they recognize the value of the program and its success in producing quality teacher candidates who can fill positions at high need schools (pages e49-e53).

Weaknesses:

The applicant failed to fully demonstrate it has the resources to operate the project beyond the length of the grant.

Reader's Score: 28

Selection Criteria - Quality of the Management Plan

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

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

the following factors:

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

 Strengths:

Overview:

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

Supporting Statements:

Strengths:

The management plan articulates how it will achieve the objectives of the proposed project on time and within budget by clearly defining responsibilities, timelines, and milestones for accomplishing project tasks (pages e53-e55).
The procedures for ensuring feedback and continuous improvement in the operation of the proposed project through yearly data collections to inform program structures and input from evaluations from external partners, Leadership Team regular meetings and cross meetings with the Recruitment, Admissions, and Advisory Council (RAAC) along with using formative and summative assessment data in order to analyze performance and outcome data to examine the impact of the residency model and make necessary programmatic adjustments (pages e56-e58).

 Weaknesses:

Weaknesses were not identified.

 Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

Strengths:

Overview:
The applicant presented rationale addressing increasing Educator Diversity.

Supporting Statements:

Strengths:

The project represents exemplary high-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities that include one year of high-quality clinical residency experiences prior to becoming the teacher of record in high-need schools and that incorporate best practices for attracting, supporting, graduating, and placing underrepresented teacher candidates (page e17).
The project represents reforms to teacher preparation programs to exemplary improve the diversity of teacher candidates, including changes to ensure underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators by providing Fellow Support to ensure they become certified and assume classroom teaching positions (page e17).

Weaknesses:

Weaknesses were not identified.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

   Strengths:

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

   Supporting Statements:

   Strengths:

   The Project is designed to increase the proportion of well-prepared, diverse, and effective educator serving students, with a focus on underserved students through increasing the number of teachers with certification in shortage areas needed by the partner LEA (pages e17-e18).

   Weaknesses:

   Weaknesses were not identified.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:
   Overview:

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

   Supporting Statements:

   Strengths:

   The project fosters a sense of belonging and inclusion for underserved students by preparing and supporting Elementary, Secondary, and Special Education educators to increase students' social and emotional well-being in high-need schools (pages e18).

   The project implements exemplary evidence-based practices for advancing student success for underserved students by preparing educators to implement and support Elementary, Secondary, and Special Education Residents to integrate research-based best teaching practices to increase students' academic achievement in high-need schools (pages e18).

   Weaknesses:
   Weaknesses were not identified.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

   a)   In one or more of the following educational settings:
   (1)   Early learning programs
   (2)   Elementary school.
   (3)   Middle school
   (4)   High school

     (5)   **Career and technical education programs.**
     (6)   **Out-of-school-time settings.**
     (7)   **Alternative schools and programs.**

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

Strengths:

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

Supporting Statements:

Strengths:
The project proposal demonstrates it is designed to exemplary promote educational equity and adequacy in resources and opportunity for underserved students in elementary schools, high schools and students needing teachers with certification in the following areas :Special Education teachers, and Secondary Education teachers across four key disciplines: Math, Science, English, and Social Studies (page e93).

The project examines the sources of inequity and inadequacy and implement responses that include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status. As a result, educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students. Thus, the applicant of this proposal is seeking to recruit highly-diverse cohorts of teachers, and prepare all WS-TEACH fellows in using asset-based, culturally-responsive teaching practices that can effectively support culturally- and linguistically-diverse groups of students (page e95).

Weaknesses:
Weaknesses were not identified.

Reader's Score: **2**

Invitational Priority - Invitational Priority

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

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

Strengths:

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

Supporting Statements:

Strengths:

The project establishes a "Grow Your Own" residency program that is designed to address shortages of teachers in high-need areas, schools, geographic areas, and increase the diversity of qualified individuals entering the teacher workforce by primarily establishing a joint University initiative to recruit and prepare teachers for partner districts (pages e19).

Weaknesses:

Weaknesses were not identified.

Weaknesses:

Weaknesses were not identified.

Reader's Score: 0

Status: Submitted
Last Updated: 06/03/2022 06:13 PM

Technical Review Coversheet

Applicant: Winston-Salem State University (S336S220071)
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 #4 - Panel - 4: 84.336S

Reader #2: **********
Applicant: Winston-Salem State University (S336S220071)

Questions

Selection Criteria - Quality of Project Design

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

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

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

   Strengths:

   The rationale for the proposed project is rooted in data which will increase the number and diversity of teachers obtaining certification through alternative pathways (Page e20) while ensuring the high need partner districts have a strong candidate pool of well-prepared educators that are representative of the student demographics (Page e22).

   The proposed projects goals, objectives, and outcomes are reasonable and will result in an increase in the number and diversity of teachers in the partnership districts due to increased supports for teacher candidates (Page e33-35) which will result in better academic outcomes for students.

   The proposed project is inclusive of a wide range of stakeholders including the collaboration of three institutions of higher learning (Page 25-26) and is based on rigorous standards (Page e27) and high rankings for teacher preparation programs in the state (Page e27).

   The applicant quantifies current research that was used as the foundation all objectives for the proposed project (Page e33-35) and grounds the proposal solidly in practices that will have the desired outcomes.

   The feedback and continuous improvement plan for the proposed project utilizes an internal review team comprised of four faculty across the partner institutions, one applicant administrator and one evaluator (Page e53) collecting both qualitative and quantitative data from project participants and partner districts (Page e56-57) that is then used to make revisions over the life of the project. These refinements will ensure objectives are being met and teacher candidates are being set up for success.

   The applicant gives several examples of in-kind matching donations that show capacity for programming after the grant is completed (Page e52-47) and commitment from stakeholder partners is provided (Page e200-225) ensuring that a diverse pipeline of educators continue to enter teacher preparation programming in the applicant's area.

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

The applicant identifies an internal review team comprised of four faculty across the partner institutions, one applicant administrator and one evaluator (Page e57), an appointed lead evaluator (Page e58), and the data collection instruments such as Mentor teacher evaluation rubrics, Praxis assessment scores, completion of certification requirements, and interviews with stakeholders that will be deployed (Page e60). Tools are aligned to program goals and are valid and reliable, and will result in an accurate assessment of program progress.

The evaluation plan for the proposed project is thorough, feasible, and appropriate for the goals and objectives of the project, and will accurately assess all identified outcomes (Page e233-240) over the course of the project by a qualified evaluator (Page e58). For example, the number of HBCU application waivers awarded will be measured on an ongoing basis to ensure the program is increasing the diversity of the teacher residents. In order to ensure residents are well equipped to utilize research-based best teaching practices to increase student achievement in high needs schools, an evaluation rubric will be completed by the resident, the mentor, the supervising teacher and the Director of the grant project.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

(i)   The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
(ii)   The extent to which the budget is adequate to support the proposed project.
(iii)   The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(iv)   The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.

(v)   The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

Strengths:

The proposed program addresses all aspects of needed resources available from both the applicant and partner stakeholders (Page e36-38, e51-52) which demonstrate all needed resources will be available during the life of the grant. For example, a significant allocation of $6.7 million over the life of the grant has been secured (Page e49), access to an existing induction program will be given (Page e52), and facility access will be given over the application university partners (Page e50- e52).

The proposed budget to prepare 120 teachers is reasonable and based in local pay structures (Page e32), and incorporates the financial commitment of partner stakeholders, making this project more likely to continue past the life of the grant.

The costs of the proposed project are reasonable and appropriate, and are aligned with the proposed goals and objectives. Staffing numbers and positions are also reasonable and will allow for the work of the proposed project to be carried out (Page e53-55).

The applicant has quantified within the proposal the partner stakeholders and their financial and other resource commitment to the work of the applicant (Page e49) making this project ongoing beyond the life of the grant.

The proposed project has a wide range of partner stakeholders that are involved with the work of the applicant, and therefore are able to be leveraged during the course of the grant to ensure goals and objectives are being met. (Page e49-53)

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

(i)   The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii)   The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The proposed program's timeline and checkpoints (Page e56-e58, e245-248) are reasonable and will ensure goals and objectives are met (Page e233-235). Responsible personnel are well equipped to ensure budget is managed and reports are put out at regular intervals. (Page e209-211). For example, the co-PI responsible for the fiscal, compliance and reporting aspects of the grants management has previous experience with managing federal grant projects (Page e54).

The procedures for ensuring feedback and continuous improvement for the proposed project are reasonable and thorough, and will accurately assess any needed corrections and the results of any refinements that are made, which will allow the applicant to meet program goals and objectives (Page e97-119).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

Strengths:

The proposed project focuses on preparing more teachers of color for schools in high need areas (Page e17) which will have a positive impact on the students in those high need schools.

The proposed project includes the removal of multiple barriers for minority teacher candidates such as application fee waivers, minimized student loan debt, and cultural competency in the faculty and curriculum (Page e17) which will allow them to successfully complete the educator programming and be placed in a high need school.

The proposed program implements a focus on veteran teacher mentors in an effort to ensure retention of residents in the program (Page e24, e37-e38). Mentor teachers must meet specific criteria that include 3 or more years of successful teaching experience, a ranking of "Proficient" or "Accomplished" on the most recent annual state Teacher Evaluation, and must meet expectations as part of student growth in the appropriate field of licensure. All mentors will also be expected to complete a New Mentor Teacher Workshop (Page e38).

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 focuses on intentionally increasing the number of teacher candidates of color with a goal of a 50% increase each year of the grant cycle (Page e18) in an effort to address the gap in a diverse teacher workforce that is reflective of the student demographics of the schools in the area.

   The proposed project will lend support to the partner districts the applicant is working within to provide an additional two years of job embedded professional development thus ensuring students have a well prepared teacher in those high need schools (Page e26).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:

   The proposed project will expand the professional development to include six core competencies (Page e14-15) along with SEL and culturally responsive pedagogy (Page e31) which will lead to increases in student outcomes.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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

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

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

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

   Strengths:

   The proposed program addresses recruitment of a diverse teacher workforce, correctly noting it as a critical component to students in underserved communities getting meaningful educational access (Page e17). Data provided highlights that the majority of educators are White (Page e18)

   Weaknesses:

   No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

   Strengths:

   The applicant intends to expand the already established GYO residency program by working with partner districts to train master mentor teachers which will strengthen the educator pool in those high need areas (Page e18)

Weaknesses:

No weaknesses noted.

Reader's Score: **0**

Status: Submitted

Last Updated: 06/03/2022 04:00 PM

Technical Review Coversheet

Applicant: Winston-Salem State University (S336S220071)
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

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

Applicant: Winston-Salem State University (S336S220071)

Questions

Selection Criteria - Quality of Project Design

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

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

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

Strengths:

The applicant demonstrates a comprehensive, collaborative plan to improve teaching and learning and to support rigorous academic standards for students. Specifically, the applicant and partners intend to recruit, prepare, and induct recent college graduates, paraprofessionals, and career changers who aspire to teach high-need subject areas in a high-need urban school via establishment of an evidence based teacher residency program (e 19). The rationale for the proposed project's design is grounded in information collected via a thorough Needs Assessment of schools and an extensive review of teacher quality research literature to identify evidence-based practices that prepare educators to effectively support student achievement and well-being in high-need schools. The rationale is reflected in the applicant's Logic Model that aligns the theories guiding the proposed project with evidence of effectiveness (e19-e32).

The project is designed around five (5) very clearly stated goals and corresponding objectives are aligned and clearly measurable (e33-e35). The objectives of the project (actions to be taken) will lead to attainment of goals.

Integral to the design of the project is the applicant's planned use of formative and summative assessment data. Throughout the implementation of WS-TEACH, the Leadership Team will meet regularly to guide project implementation. Project staff will work with the program evaluator to engage in continuous improvement, analyzing performance and outcome data to examine the impact of the residency model and make necessary programmatic adjustments (e 56).

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

The applicant proposes a comprehensive longitudinal evaluation that utilizes a mixed-methods design to collect quantitative and qualitative data on the program participants. The quasi-experimental design used to compare the progress of new WS-TEACH graduates to comparable, non-participating WS/FCS Beginning Teachers who are hired at the same time within the district has the potential to provide valid and reliable performance data on relevant outcomes (e59).

Assessment measures were developed with the assistance of the evaluator which ensures that methods of the evaluation are appropriate and aligned with the proposed project's goals objectives and outcomes (e56).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

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

Strengths:

The applicant proposes to dedicate ample resources to execute the proposed project. To ensure successful implementation of the proposed project, the lead applicant along with partner IHEs are committed to providing adequate

facilities, classroom space, staff and other resources such as initiating a borrowing agreement that will enable students, faculty, and staff in good standing at their home institutions to borrow materials from other participating libraries (e50).

The budget is adequate, includes both federal and non-federal support, and costs are reasonable. For instance, the partner IHEs and LEA (WFU, WSSU, Salem), will commit "approximately $6.7 million of in-kind support over the 5-year grant, including commitments to pay for the majority of WS-TEACH Residents' graduate school tuition at the partner IHEs ($2.8 million), portions of faculty and support staff salaries ($3.6 million), faculty travel costs ($72K), and program supplies ($19,500)" e49.

The applicant has secured commitment and letters of support from project partners. For instance, the partner LEA demonstrates relevant commitment in that it will provide access to high-need schools and Master teachers who will work daily with Residents, authentic learning environments, and access to the district's induction program entitled "Teach Like a Champion" to impact the development of the new Teachers of Record and Residents (e52).

With the demonstrated strong commitments and in-kind support of the applicant institution and project partners, the project has the potential to be highly impactful and sustained beyond the period of federal assistance.

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

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

   Strengths:

   The project's management plan includes a leadership team consisting of four faculty across the partner institutions who will serve as Co-PIs, the clearly defined responsibilities and roles of each will aid in the successful management of program components (e 53). Further, the Project Advisory Team, composed of multiple entities and stakeholders will serve an essential role in that they will provide the team with critical feedback and recommendations to allow for improvements and modifications to be made that will allow the project to be implemented efficiently – on-time and within budget. The timeline of activities on pages e245 through e248 provides a clear picture of when program activities will occur and the responsible person for each.

   The procedures for ensuring feedback and continuous improvement are adequate. Specifically, the applicant intends to use formative and summative assessment data collected via formative assessments and will work the program evaluator to analyze performance and outcome data to examine the impact of the residency model and make necessary programmatic adjustments (e 56).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

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

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

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

   Strengths:

   The lead applicant, an HBCU, proposes to recruit, prepare, and induct recent college graduates, paraprofessionals, and career changers who aspire to teach high-need subject areas in a high-need urban school via establishment of a teacher residency program (e 19). High-impact activities to be employed include application fee waivers for any HBCU student/ graduate and the provision of a 12 month living wage stipend during the residency. These best practices will alleviate financial barriers that many diverse students face (e17).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 4

Competitive Preference Priority - Competitive Preference Priority 2

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

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

Strengths:

The applicant's project is designed to prepare, effective teachers for schools in partner high – need LEA schools. Because the lead applicant is an HBCU, the potential for recruiting diverse candidates, particularly candidates of color, is great. – thus effectively addressing the priority by increasing the proportion of diverse teacher candidates who pursue certification in critical shortage areas. Research shows that students who have a teacher from the same racial/cultural background have improved academic achievement.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:

   The applicant will employ activities that will equip teacher residents with tools to integrate research-based best teaching practices and effectively meet the academic needs of underserved students in high need schools. Activities will be supported through Master's coursework and aligned clinical experiences (e18).   For example, the applicant will include identity-affirming practices that support teachers' social and emotional well-being (e18). This, in turn, can have a positive effect in that equity minded, culturally responsive teachers may be better able to promote a sense of inclusion and belonging for underserved students.

   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:

Although not explicitly cited as a CPP, the applicant embeds within its Winston-Salem Teach Framework, professional development via teacher workshops that are evidenced based and support development of competencies related to teaching diverse learners (e16), so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Invitational Priority - Invitational Priority

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

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

Strengths:

No strengths noted.

Weaknesses:

The applicant does not clearly propose to create a Grow Your Own program nor do they explicitly indicate that they are addressing the invitational priority.

Reader's Score: 0

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