

PM  
**Technical Review Coversheet**

**Applicant:** Clemson University (S336S220009)

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

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

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## Technical Review Form

**Panel #4 - Panel - 4: 84.336S**

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

**Applicant:** Clemson University (S336S220009)

### 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 proposal demonstrates a rationale for the project by providing examples of how it would increase the number of diverse, high-quality teachers certified to teach in critical shortage areas in these schools to improve student achievement for rural, high-needs students in SC (pages e19-e24).

The goals, objectives, and outcomes of the proposed project to build and sustain collaborative district partnerships, increase, expand, and retain a highly effective, diverse and qualified rural teacher workforce who are certified to teach in shortage subject areas from communities surrounding partner districts clearly specified and measurable (page e24-e27).

The exemplary proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students by providing a yearlong clinical residency experience via multiple stakeholders to support a stable, well-prepared and diverse workforce to impact effective whole child education (pages e27–e32).

The design of the proposed project reflects exemplary up-to-date knowledge from research and effective practice by utilizing coursework and seminars integrated with clinical practice, full-year of residency co-teaching alongside an expert mentor teacher, Rigorous Coursework and University Supervisors to embed effective practices (pages e32 – e44).

The performance feedback and continuous improvement are integral to the design of the proposed project by incorporating bi-monthly meetings, the on-going implementation of data driven analysis to identify challenges and build on project successes (page e44-e45).

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The proposed Project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance by collaborate on all aspects of the residency program with partner districts and the advisory board and provide opportunities for CU-PREPARES personnel to learn about districts' contexts and needs (page e45-page e46).

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 30**

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

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

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

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

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

**Strengths:**

Overview:

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

Supporting Statements:

**Strengths:**

The methods of evaluation will provide exemplary valid and reliable performance data on relevant outcomes by utilizing WestEd will provide a formative and summative evaluation of the CU-PREPARES project through a mixed-methods data collection approach. WestEd will also collect and analyze quantitative data, utilize a Quasi-Experimental Design (QED) to assess the results of the project (pages e46-e49).

The methods of evaluation including surveys, qualitative data collection, and teacher and student outcomes data are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the exemplary proposed project (page e50-e53).

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 20**

**Selection Criteria - Adequacy of Resources**

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**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 adequacy of resources.

Supporting Statements:

Strengths:

The project represents a strong partnership with current partner districts and the capacity, commitment, and accessibility to involve many different faculty members in using empirically-based practice and scientifically valid research on teaching and learning to demonstrate exemplary support (pages e53-e56).

The budget is reasonable and supports all necessary costs to ensure full implementation and quality of the exemplary proposed project (pages e56-e57).

The costs associated with the proposed project are reasonable in relation to the objectives, design, and potential significance of the proposed exemplary project designed to launch a residency program with six partner districts to recruit and train high-quality, diverse educators in high poverty, high-need schools(pages e57-e59).

The applicant demonstrates it has resources from an endowment and funds to support key personnel to operate the project beyond the length of the grant, including in-kind support and utilization of Title 1 funds and funds from the SC Rural Recruitment and Retention funds to ensure the project's long-term success (pages e59-e60).

The district partners and advisory board members 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 teachers to work in rural areas (pages e61-e62).

**Weaknesses:**

No weaknesses identified.

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**Reader's Score: 30**

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

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

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

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

**Strengths:**

Overview:

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

Supporting Statements:

Strengths:

The management plan articulates how it will achieve the objectives of the proposed project on time and within budget by clearly identifying personnel and their roles, defining the responsibilities for the evaluation team and establishing timelines and milestones for accomplishing project tasks (page e62-e67).

The project will include ongoing feedback and continuous improvement through regular meetings with project leadership; yearly surveys and interviews with relevant stakeholders and briefings following each data collection activity to help project staff use the information to reflect on current performance, and assess high-leverage opportunities on which to target ongoing improvement (page e67).

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 20**

**Priority Questions**

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

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

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

- a) High-quality, comprehensive teacher preparation programs in Historically Black Colleges and Universities (eligible institutions under Part B of Title III and Subpart 4 of Part A Title VII of the HEA), Hispanic Serving Institutions (eligible institutions under section 316 of**

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**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 financially sound project will recruit diverse Teacher Residents (TRs) and will pay TRs a living wage stipend of \$25,000 for 12 months while completing the program requirements and the year-long clinical experience to offset the costs of leaving employment to obtain a MAT degree (page e18; pages e33-e34).

The project represents 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 by providing online coursework and workshops to ensure TRs become certified and assume classroom teaching positions by offering a living stipend for the clinical residents, Praxis Test Preparation, and an online degree program (pages e18; pages e33-e36).

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 4**

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

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

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

**Strengths:**

Overview:

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

Supporting  
Statements:

Strengths:

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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 (pages e18; pages e33-e34; page e36).

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 3**

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

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

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

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

### Strengths:

Overview:

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

Needs. Supporting Statements:

Strengths:

The exemplary project fosters a sense of belonging and inclusion for underserved students by meeting student Social, Emotional, and Academic Needs by providing SEL professional development and co-curricular activities that align with the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s SEL framework (pages e18; pages e30-e32).

The project implements evidence-based practices for advancing student success for underserved students by preparing educators to implement tigerPAWS (Positive Relationships-Active Learning-Wise Reflections-Strategic Planning) an existing seminar series that focuses on classroom management and building positive classroom environments (page e18; pages e30-e32).

### Weaknesses:

No weaknesses identified.

Reader's Score: 2

Competitive Preference Priority - Competitive Preference Priority 4

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## 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 the implementation of STEM experiences in PK-12 schools for underserved students, seminars on diversity, equity, and inclusion to understand the experiences of others, and co-curricular offerings on instructional strategies and tools for supporting English Language Learners (ELLs) (pages e18-e19; e29-e30).

The project examines the sources of inequity and inadequacy and implement responses that include pedagogical practices in educator preparational programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students by providing individual coaching, induction support, and professional development (pages e18-e19; pages e29-e30).

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 2**

### **Invitational Priority - Invitational Priority**

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

**Projects that establish Grow Your Own programs that are designed to address shortages of**

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**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 targeting diverse undergraduate education majors (traditional pathway) and targeting career and college major changers (non-traditional pathway)(pages e34-e35).

**Weaknesses:**

No weaknesses identified.

**Reader's Score:**

**Status:**

**Last Updated:**

**0**

Submitted 06/07/2022 03:07 PM

Status: Submitted

Last Updated: 06/03/2022 04:01 PM

### Technical Review Coversheet

**Applicant:** Clemson University (S336S220009)

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

|  | Points Possible | Points Scored |
|--|-----------------|---------------|
| <b>Questions</b>                         |                 |               |
| <b>Selection Criteria</b>                |                 |               |
| <b>Quality of Project Design</b>         |                 |               |
| 1. Project Design                        | 30              | 26            |
| <b>Quality of the Project Evaluation</b> |                 |               |
| 1. Project Evaluation                    | 20              | 20            |
| <b>Adequacy of Resources</b>             |                 |               |
| 1. Adequacy of Resources                 | 30              | 25            |
| <b>Quality of the Management Plan</b>    |                 |               |
| 1. Management Plan                       | 20              | 20            |
| <br>                                     |                 |               |
| <b>Priority Questions</b>                |                 |               |
| <b>Competitive Preference Priority</b>   |                 |               |
| <b>Competitive Preference Priority 1</b> |                 |               |
| 1. Educator Diversity                    | 4               | 4             |
| <b>Competitive Preference Priority 2</b> |                 |               |
| 1. Diverse Workforce                     | 3               | 3             |
| <b>Competitive Preference Priority 3</b> |                 |               |
| 1. Meeting Student Needs                 | 2               | 2             |
| <b>Competitive Preference Priority 4</b> |                 |               |
| 1. Promoting Equity                      | 2               | 2             |
| <br>                                     |                 |               |
| <b>Invitational Priority</b>             |                 |               |
| <b>Invitational Priority</b>             |                 |               |
| 1. Grow Your Own                         | 0               | 0             |
| <br>                                     |                 |               |
| <b>Total</b>                             | 111             | 102           |

### Technical Review Form

**Panel #4 - Panel - 4: 84.336S**

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

**Applicant:** Clemson University (S336S220009)

**Questions**



## Selection Criteria - Quality of Project Design

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

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

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

#### Strengths:

The proposed project demonstrates successful placement of previous program completers with high retention rates (page e20) combined with the expressed need from the field for both rural and high need placements (page e21) make the rationale behind a priority expansion of the program, including a focus on diversity and equity (Page e22), reasonable.

The goals of the proposed project are aligned with the rationale, are rigorous and reasonable, and allow for continuous monitoring of progress. Objectives are clearly stated and are measurable. Outcomes are aligned with program goals and are highly specific, comprehensive, and will reflect true program returns. (Pages e25-e27)

The comprehensive nature of the proposed program is reflected in the multi-pronged approach to the curricular design of the preparation program. This includes not only the typical university teacher prep coursework (Page e27) but wraps in other content-specific curricula designed to enhance novice teacher success (Page e28), and also targets professional development during the intern experience in a rigorous manner (Page e29).

The proposed program reflects a high level of knowledge from both the research on teacher recruitment and retention and effective practice from the field by providing a living wage during coursework for teacher candidates (Page e34), comprehensive and ongoing professional development for all stakeholders (Page e39-e40), and strategic placement in high need partner schools (Page e42) leading to a solid creation of a teacher pipeline.

Feedback and continuous improvement plans for the proposed program rely on consistent communication between stakeholders and the external evaluation of programming via West Ed (Page e44) are noted, and planned ongoing communication between all stakeholders will ensure the program is responsive to feedback is given.

#### Weaknesses:

While the project is designed to build capacity with partner districts and yield results beyond the period of Federal financial assistance, one of the foundational components to the program is a living wage for the teacher candidate provided during

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coursework completion. Without this fiscal support, the applicant has noted that shared fiscal responsibility with partners is needed (Page e45). This assumes continued partner commitment and funding availability that may not materialize and may potentially have impact on the program's sustainability.

**Reader's Score: 26**

## 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 described methods of the applicant to evaluate program outcomes are valid and reliable, inclusive of both quantitative and qualitative data, and will provide a comprehensive reflection of the program's effectiveness in meeting its goals and objectives. (Page e50-e52)

The described methods of evaluation are comprehensive, aligned to the program goals, objectives and outcomes, and are reasonable. (Page e50)

**Weaknesses:**

There are no noted weaknesses.

**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.

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**Strengths:**

The applicant quantifies adequate resources such as a dedicated project manager, existing partnerships with non-profits and partner districts, and facilities that will be sufficient to carrying out project goals and objectives (Page e54-e56).

The proposed budget for the project are sufficient to support the proposed project (Page e56).

All costs that are quantified are reasonable and aligned to the project objectives, design and proposed program significance (Page e57). For example, proposed personnel will be sufficient to oversee the major components of the project and professional development provided to residents will be provided at a much lower cost (Page e58) while having the same or greater impact on student learning outcomes.

The relevance and commitment for each of the partners involved in the project are noted, and an advisory board has been created that will provide feedback twice a year to project personnel in an effort to create a broad coalition of supports to ensure continued impact. (Page e61-e62)

**Weaknesses:**

The extent to which the applicant is able to operate beyond the length of the grant is outlined in a comprehensive manner, but relies heavily on partner funding through both Title I grants and community college dual enrollment programs (Page e60) in addition to an applicant endowment to extend the program through 2030 (Page e59). This may be too narrow to ensure continuation of funding for the programming that is planned.

**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 management outlined by the applicant shows an aligned and comprehensive approach to ensuring that goals and objectives are carried out, including a reasonable timeline (Page e65-e67), shared responsibilities to ensure a high level of scrutiny for deployment (Page e63-e64), and well defined checkpoints.

The applicant has an adequate procedural plan for ensuring feedback and continuous improvement involving an external reviewer (Page e67). For example, the external evaluator will meet regularly with project personnel, and report data collected throughout the project in an effort to target areas of improvement on an ongoing basis.

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**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:**

Applicant has noted that it will partner with Morris College, a private HBCU, to ensure that there is an expansion in the diversity of qualified teachers coming from their programming (Page e86).

New programming will be incorporated in a reasonable effort to increase diversity of the teacher recruitment via an online MAT teacher residency program pathway (Page e25)

**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.

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#### Strengths:

The applicant has focused specifically on rural and high need areas to grow teacher applicants for the workforce in targeted LEAs. (Page e26)

Non-traditional pathways to support diverse teacher candidates are a focus of the project (Page e34) in an effort to capture those not entering the educator pipeline.

The project addresses the barrier of PRAXIS testing by providing subject test preparation (Page e35) which can increase the diversity of teacher candidates.

#### 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:

Project targets a variety of support to prepare teachers to meet SEL needs from school-wide PD focused on meeting the social, emotional and academic needs of students, providing a positive classroom environment and micro-credentialing in EL teaching strategies (Page e18, e30-32)

#### 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:**

Programming targets development of equity-minded teachers through a variety of professional development offerings such as addressing SEL through a lens of equity, diversity and inclusion, meeting the needs of diverse learners and understanding the impact of adverse childhood experiences (Page e29-30, e43)

**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 program has a strong component of "Grow Your Own" to build capacity (Page e46) with collaborations with high schools.

**Weaknesses:**

No weaknesses noted

**Reader's Score:**

**Status:**

**Last Updated:**

0

Submitted 06/03/2022 04:01 PM

Status: Submitted

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

**Technical Review Coversheet**

**Applicant:** Clemson University (S336S220009)

**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 19

**Adequacy of Resources**

1. Adequacy of Resources 30 25

**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** 111 105

## Technical Review Form

**Panel #4 - Panel - 4: 84.336S**

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

**Applicant:** Clemson University (S336S220009)

**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 presented a comprehensive and well documented description of the disproportionately small number of underrepresented minorities who participate in the current 5th year teacher residency program, the disparity in performance and achievement among racial and ethnic groups, and the rationale for the implementation of the project in the proposed service area. To address the issues described, the applicant has created 3 clearly specified goals and corresponding, research - based objectives that are aligned and measurable.

The applicant's approach to addressing the challenge of recruiting residents from underrepresented populations involves the provision of living wage stipends for Teacher Residents. This activity is based on past enrollments and research and will likely address the need to attract more diverse candidates and ensure a supply of teachers who mirror the racial and ethnic make-up of the high need LEAs and schools (pg. e.33).

The applicant proposes a comprehensive teacher residency project that includes a graduate, online, teacher preparation curriculum delivered via two tracks (traditional and non-traditional), a year-long clinical experience that includes classroom based research projects, and targeted professional development opportunities (pgs. e32-e36).

The applicant's planned collaboration with and financial commitment from partners as well as the "grow – your – own" aspect of the proposed project will enable sustainment of the Teacher Residency program. With these components, the applicant has the potential to produce a cadre of well – trained teachers both during and beyond the period of federal assistance (pgs. e45 – e46).

Intentional mapping (pg. e38) and mentor teacher training (pg. e39) will aid in ensuring that Teacher Residents are adequately and appropriately supported which in turn is likely to support the resident's ability to teach at a level that supports rigorous academic standards for students in the high need LEAs.

Regular collaboration and constant communication with partners as well as the bi-annual meetings with the Advisory Board to discuss evaluation implementation and findings, are key project components and will ensure that performance

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feedback is readily available and disseminated for use (pg. e44 – e45).

**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 mixed-method evaluation design that is comprehensive and has both formative and summative components designed to measure implementation fidelity and project impact which, taken together, will likely allow for multiple perspectives to be obtained in both assessing interim progress and measuring the intended project outcomes in a valid and reliable manner (e46 – e53). The applicant's plan represents a good approach to evaluate performance data on

project outcomes (e50, Table 8). The use of the external evaluator, WestEd, will allow for objective review of project components and participant data. The use of measures such as the CASEL Teacher Self-Reflection Survey, the evaluation will yield useful data related to outcomes such as SEL strategies and the proposed chi square analyses and cross – tabulations may provide useful descriptive statistics.

Moreover, with regard to analysis methods, propensity score analysis will aid in ensuring dependable matching of treatment and control groups which in turn may lead to more reliable results (e.53).

**Weaknesses:**

The applicant provides an incomplete description of qualitative data analysis techniques (e52). This makes it difficult to determine if or how qualitative analysis will be thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

**Reader's Score: 19**

**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.**

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

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

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

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

**Strengths:**

The applicant includes sufficient evidence of ample resources and finances to support and share the cost of implementing the project (i.e., the COE is committing to provide 50% of the budget and the 100% cost-share match; e54). With regard to teacher preparation, the applicant intends to commit significant personnel time to this project and plans to leverage existing available resources within the university setting.

All partner LEAs have committed to the provision of in-kind contributions, such as the use of meeting space in PK-12 schools and district buildings as needed for professional development offerings and face-to-face meetings (e54-e56). Additional in-kind contributions will support the project beyond the period of federal assistance which ensures that project impacts are sustained. Specifically, the applicant has committed funds from an endowment to continue the Mentor Teacher training to support program completers after grant funding ends.

Moreover, the budget and the estimated cost per student (\$1585 per student) is reasonable based on the provision of services, supports and development yielded based on the objectives, design, and potential significance of the proposed project.

The applicant also demonstrates comprehensive support via letters secured from partners including school district leaders and advisory board members who are from the region or have expertise related to key components of the proposed project. Letters of support sufficiently and specifically detail commitment to be provided during the period of grant. Notable support will be provided in the form of partner LEAs providing half of the Teacher Residents living wage – further demonstrating the LEAs commitment to the project.

**Weaknesses:**

With regard to sustaining the project beyond the period of federal assistance, the applicant proposes financial support that



has not been clearly committed or secured. While the applicant states: "it is likely that school districts will be willing" (page e60), to utilize Title 1 and SC Rural Recruitment and Retention funds to provide the Teacher Residents with a \$25,000 living wage stipend, this is not guaranteed nor is it indicated in district letters of support. Therefore, the likelihood of such funding support can't be assured.

**Reader's Score: 25**

### **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:**

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

#### **Strengths:**

The applicant's detailed timeline (pg. e65 – e66) clearly describes what is to be accomplished, how it will be done and when deliverables and milestones are expected. Employing this type of detail ensures that the project tasks will be managed well and accomplished on-time and within budget.

In addition, the applicant has assembled a knowledgeable management team, the members of which have ample experience and expertise in managing a project of this magnitude (e62 – e64). The time commitments for key personnel are adequate and commensurate with responsibilities.

The applicant's external evaluator will employ feedback loops, to share summary data and findings after each data collection activity, which is an effective mechanism to ensure that project staff and stakeholders have timely information to make any necessary adjustments to implementation or other processes.

#### **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 applicant intends to use innovative and evidence-based practices to recruit, select, and support teacher residents

from underrepresented populations. This is inclusive of providing living wage stipends and a combination of online and face-to-face program components. Employing such methods has a high likelihood of success with regard to improving the diversity of teacher candidates and ensuring that underrepresented teacher candidates are fully represented in program admission, completion, placement, and retention as educators.

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**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 proposed online graduate coursework that will lead to a Master's degree and certification in critical shortage subject areas as well as the professional development and mentoring components of the project are comprehensive and rigorous. The coursework is intended to prepare Highly Effective Teachers who have a "strong understanding of their academic content and the pedagogical content knowledge needed for teaching subject area specializations". The scope of the curriculum as well as the sequence of the coursework and other supports will likely improve teaching and learning (e36 – e39).

**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 aptly engage participants (both Teacher Residents and Mentor Teachers) in evidence based practices, specifically, SEL professional development and co-curricular activities that align with the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s SEL framework (e. 30 -31). These types of activities will likely provide support for healthy development and meet students' social, emotional and academic needs.

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**Weaknesses:**

No weaknesses noted.

**Reader's Score: 2**

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

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

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

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

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

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

**Strengths:**

The applicant proposes activities that are aimed at enhancing and supporting the development of equity minded teachers – which in turn will promote equity and access to resources for underserved students (e18). For instance, the “Tiger TIME” professional development seminar provides an excellent opportunity for teacher residents to engage in open discussions around diversity, equity and inclusion (e30). This activity will also provide an opportunity to examine sources of inequity and inadequacy and to discuss and aid in implementation of appropriate responses.

**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.**

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The applicant’s plan includes elements to establish a Grow Your Own program. Specifically, the applicant’s planned collaboration with school districts via teacher cadet programs and “creating on-ramps into education preparation programs” (e46), will address shortages in high – needs schools.

**Strengths:**

No weaknesses noted.

**Weaknesses:**

**Score:**

**Status:**

**Last Updated:**

Submitted