Technical Review Form

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

Applicant: The Board of Regents of the University of Wisconsin System (S336S220022)
Questions

Selection Criteria - Quality of Project Design

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.

The logic model and design structure demonstrate a rationale designed to capitalize on the strengths and expertise of the UW–Madison team and each high-need school in MPS. Partners will collaborate through every phase, including recruitment, preparation, residency, induction, and evaluation—all critical components of successful residency programs (Darling-Hammond, 2006). (e18) The applicant provides limited goals and that are measurable objectives with activities that describe how each goal will be achieved. The program outcome will be accomplished through the measurable and timely objectives and strategies to recruit and prepare 36 Teacher Residency Program residents (via three cohorts spanning 6 years) who possess the requisite knowledge and skills to meet the needs of students with disabilities in MPS. (e18) A comprehensive effort to improve teaching and learning and support rigorous academic standards for students which all students in UW–Madison SoE credential programs meet high academic standards and participate in intensive learning experiences that prepare them to become highly qualified teachers. The applicant project reflects up-to-date knowledge from research and effective practice in that the TRP requires residents to complete a rigorous 47-credit (cr.) master's program in special education. (e32-e34) A corpus of research indicates teachers improve student achievement gains, and that their impact is greater than other school-level influences such as instructional group size or per-pupil expenditure (Boyd et al., 2008; Hanushek & Rivkin, 2010; Kane et al., 2008; Master et al., 2014). Since the early 2000s, a cadre of prominent teacher educators has worked to reform teacher education so beginning teachers are better prepared to meet the needs of students on Day 1 of their teaching careers (Ball & Forzani, 2011; Windschitl et al., 2012). The performance feedback and continuous improvement success of implementation will include feedback mechanisms to facilitate improvement by the management team and an advisory panel structure will ensure that all partners and important stakeholders can provide input and direction into the implementation of the residency program, as well as ensure that TRP will achieve all project tasks on time and within budget. The advisory panel will collaborate with members of the management team to monitor progress, provide feedback, plan long-range implementation, and institutionalize activities of the residency program. The advisory panel will convene semi-annually and will consist of several key personnel. (e35-e36). The applicant will build capacity by addressing the TRP residency program which is based upon mutually beneficial partnerships among the UW–Madison SoE, UW–Madison College of Letters & Science, and MPS which allows an opportunity for collaboration. All parties are highly supportive of the project and its potential to address a critical need within the state which will yield results that will extend beyond the period of Federal financial assistance.

Strengths:

Letters of commitment are included in the proposal. (e36, Letters of Commitment).

Weaknesses:

The applicant provides limited details to the specific measurable goals for goals 2-5 (pg. e18 and e55-64. When providing measurable goals its ensures that the project activities with produce outcome.

Reader's Score: 24

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's methods of evaluation will provide valid and reliable performance data on relevant outcomes. The TRP evaluation plan will incorporate a mixed-methods approach utilizing both quantitative and qualitative data sources to evaluate the extent to which the TRP project is being implemented with fidelity and project objectives are being met. (e42-43) The applicant provides five overarching goals and 11 corresponding objectives that will lead to improved special education teacher quality and outcomes for students with disabilities in Wisconsin. The applicant propose to achieve these goals and objectives by utilizing a series of resources by UW–Madison faculty, staff, and curricula; the TQP grant and stipends; MPS; SoE; and the UW–Madison College of Letters & Science. The goal will allow for recruitment and prepare 36 TRP residents (via three cohorts spanning 6 years) who possess the requisite knowledge and skills to meet the needs of students with disabilities in MPS which is benefical for the needs of the project. (e43-e47)

Weaknesses:

The student engagement was being measured by discipline information (e47) and that research questions weren't clearly stated. More information about the research questions would strengthen this section.

Reader's Score: 18

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 provides a detail of resources to support, including facilities, equipment, supplies, and other resources, for the proposal. The TRP will involve a partnership among UW–Madison, the UW–Madison SoE, the UW–Madison College of Letters & Science, and MPS, an LEA that includes a total of 156 high need schools which will impact the students and teachers. With all project personnel dedicating, fully equipped office space within the SoE building with access to high-speed internet, printers, copiers, conference rooms with multimedia presentation supports, and office support staff provides an opportunity resources that will aide in their success. The project staff will have access to all necessary computer software programs for data collection, analysis, and dissemination (e.g., SPSS, NVivo, Microsoft Office) which will increase their capacity to share information. (e47-53) The applicant's budget is adequate to support the proposed project. With letters of support and mutually beneficial partnerships in place this demonstrates a commitment that it has the resources to operate the project beyond the length of the grant. (e53)

Weaknesses:

The applicant does not provide a multi-year financial and operation model and accompanying plan. The impact of projects revenues and expenditures for several years into the future could have a great impact of the project's sustainability.

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:

(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:

An inclusive management team will effectively provide project planning and oversight which consists of dedicated leadership who are highly accomplished with years of relevant professional experience. The applicant clearly defined responsibilities and timelines for accomplishing project tasks which demonstrates that key tasks will be conduct on time and within budget. The guidance of the Principal Investigator (PI)(0.30 FTE) managing the grant, completing federal reporting requirements, oversee partnerships and oversee management team and advisory panel will ensure all activities are carried out successfully for the project. The advisory panel will collaboratively engage with members of the

management team to ensure the monitor progress, provide feedback, plan long-range implementation, and institutionalize activities of the residency program which will allow for continuous improvement for the project. The advisory panel will convene semi-annually and will consist of several key personnel. (e53-e64)

Weaknesses:

The applicant did not include milestones in the project. Milestones can impact how the project is progressing.

Reader's Score: 19

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 will employ several strategies to improve the recruitment, preparation, support,

development, and retention of a diverse educator workforce, including specific strategies to increase educator diversity in MPS. They propose to establish an email list of faculty contacts at universities that are identified as minority-serving institutions (MSIs) and institutions serving students with disabilities and reach this audience with recruitment flyers and personalized emails. (e38)

Weaknesses:

It is unclear if an email list of faculties contact with minority-serving institutions is sufficient. The applicant provides limited details regarding the degree of partnership with the HBCU and Hispanic-serving institution (pg. e39).

Reader's Score: 3

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 UW–Madison TRP is designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through increasing the number of teachers with certification in special education. (e40)

Weaknesses:

None 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 TRP is designed to improve residents' social, emotional, academic, and career development through continuous cultivation of a positive, inclusive, and identity a safe climate particularly for residents who are from groups that have been historically underserved and underrepresented at UW–Madison and in the teaching profession. (e40)

Weaknesses:

None 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 TRP propose to promote educational equity as well as adequacy in resources and opportunity for underserved students in several ways. Through partnership with MPS, residents will be placed with mentor teachers in high-need elementary, middle, and high schools for a whole academic year. (e42)

Weaknesses:

None 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 did not address this criterion.

Weaknesses:

None noted.

Reader's Score: 0

Status:
Last Updated:

Submitted 06/07/2022 10:59 AM

Status: Submitted
Last Updated: 06/06/2022 06:41 PM

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Technical Review Coversheet
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	Points Possible	Points Scored

Questions

 Selection Criteria

  Quality of Project Design

1. Project Design	30	28

  Quality of the Project Evaluation
| **1.** Project Evaluation | 20 | 18 |

  Adequacy of Resources
| **1.** Adequacy of Resources | 30 | 20 |

  Quality of the Management Plan
| **1.** Management Plan | 20 | 20 |

Priority Questions

 Competitive Preference Priority

  Competitive Preference Priority 1
| **1.** Educator Diversity | 4 | 3 |

  Competitive Preference Priority 2
| **1.** Diverse Workforce | 3 | 2 |

  Competitive Preference Priority 3
| **1.** Meeting Student Needs | 2 | 1 |

  Competitive Preference Priority 4
| **1.** Promoting Equity | 2 | 1 |

 Invitational Priority

  Invitational Priority
| **1.** Grow Your Own | 0 | 0 |

| **Total** | 111 | 93 |

Technical Review Form

Panel #5 - Panel - 5: 84.336S

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:

Overall, a quality project design is proposed addressing all the criteria (i) – (iv).

Their Logic Model in Appendix C, on page e86, is strong, appropriately demonstrating the interconnectedness of the six sub-criteria for the TQP project.

Weaknesses:

e29 – Residents "apply for" a $46,500 Living Stipend in Year 1, not clear if they all receive it, or perhaps some portion depending on financial need.

(e42-43) Goal for completion is only 95%, 34/36. No description if they will seek to keep a complete cohort of 12 each year.

Small Cohort size: 3 cohorts of 12 over 6 years. No justification or rationale is provided for the small cohort sizes (it is a new partnership, and Year 1 is designated as a Start-Up Year).

Reader's Score: 28

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:

Excellent evaluation plan overall.

An external evaluator is involved that is experienced with the Partnership members (e42-

43). e45: The project is creating new effectiveness measures for the district in Special Ed.

e46: Sustainability and Dissemination are part of evaluation outcome measures.

Weaknesses:

e47: A significant flaw, however, is how "student engagement" is operationalized only in terms of reducing bad behaviors, not in terms of building and then measuring positive aspects of student engagement. Two points were deducted for this oversight.

Reader's Score: 18

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:

As an institution, UWM is very strong.

UWM has enormous resources to offer the project, which are described early in the section for criteria (i).

Weaknesses:

As an institution, UWM is very strong, but its resources are not addressed explicitly in the narrative for criteria (ii)-(iv) in terms of this initiative. For such a prominent IHE, they might have had many of the activities proposed in planning Year 1 already accomplished or well underway, knowing they were applying for TQP. For such a large IHE, the 3 cohorts of 12 seems small, especially over a six-year period.

Partners are described and relevant, but costs are not discussed in the Narrative. There is no reference to the Budget, the percent of time by most staff, etc.

Criteria (ii-v) are not addressed in this section.

No reference to other sections where some resources are discussed.

Reader's Score: 20

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:

Good staffing is described for the project design, managing a clear

plan. e53-55: Excellent staff and evaluator are described.

e56-63: Detailed Timeline Charts by Goals are provided.

Weaknesses:

e55-63: Table 3 Timeline: Headings do not carry over to each page; difficult to use.

e63: Student "engagement" only measured by disciplinary referrals, e.g., lack of bad behaviors versus increased positive and engaged attitudes and behaviors.

[Points deducted earlier for this, not here.]

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 project will increase educator diversity for the partnering high-need LEA.

   e39: Partnering with an HBCU and an HIS in neighboring states. If it's an issue, do they qualify for in-state tuition?

   Weaknesses:

   Little discussion is provided of any past or current efforts by the University. All/many project efforts are described as new or to be developed. No information is provided about the likelihood of educators attracted from the partnering HBCU and HSI communities staying beyond the required years to serve in the high-need Milwaukee LEA. One point deducted.

Reader's Score: 3

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:

   UWM's TQP project will support increasing a diverse educator workforce, and support their professional growth toward improving K-12 student learning.

   The University Campus is building new partnerships with a nearby HBCU and an HSI.

   Weaknesses:

   For a large University with many resources, the projected Cohort sizes seem small, even for a new project. One point was deducted.

Reader's Score: 2

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 priority is addressed primarily in terms of the needs of the college students selected for the cohorts.

e40-41: There are many activities to promote the SEA needs of the college students and residents, which would indirectly, at the least, assist them to address the SEA needs of their K-12 students in high-need and diverse schools.

Weaknesses:

The focus of this Criterion is intended to ultimately address the SEA needs of the K-12 students, by way of supporting Educators/Residents. It is unclear how the TQP will apply their project activities to increase the educator skills of their cohort residents in meeting the SEA Needs of underserved K-12 students. One point was deducted.

Reader's Score: 1

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 project will promote equity for high-need Milwaukee LEA students.

e42: These activities are well summarized in this section for the K-12 students to be served, including the state's 13 tribal nations.

Weaknesses:

Not clear if any of the tribal nations are located near, or send their students to, the participating LEA. The needs of tribal students are not specifically addressed in the narrative, including whether or not they are in the selected partnering schools. One point deducted.

Reader's Score: 1

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:

   N/A.

   Weaknesses:

   N/A.

Reader's Score:

Status:
Last Updated:

0

Submitted 06/06/2022 06:41 PM

Status: Submitted
Last Updated: 06/06/2022 07:03 PM

Technical Review Coversheet

Applicant: The Board of Regents of the University of Wisconsin System (S336S220022)
Reader #3:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	23
Quality of the Project Evaluation		
1. Project Evaluation	20	16
Adequacy of Resources		
1. Adequacy of Resources	30	28
Quality of the Management Plan		
1. Management Plan	20	16

Priority Questions
Competitive Preference Priority

Competitive Preference Priority 1		
1. Educator Diversity	4	2
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	92

Technical Review Form

Panel #5 - Panel - 5: 84.336S

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

Applicant: The Board of Regents of the University of Wisconsin System (S336S220022)

Questions

Selection Criteria - Quality of Project Design

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

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

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

   Strengths:

   i) The applicant provides that the program will recruit and prepare 36 teacher residency students with the skills to meet the needs of students with disabilities in MPS (pg. e18). UW-Madison cites a strong passing rate for state-mandaded tests. This is evidence of a strong rationale, e.g., there is a strong need for students with disabilities and UW-Madison has a strong program to prepare teachers to meet the need.

   ii) The applicant provides five goals that relate to the outcomes of the project (pg. e18). For example, Goal 1 is clear and measurable, i.e., recruit and prepare 36 teacher residency program residents.

   iii) The applicant describes the 47 credit master's degree program in special education. The curriculum is very comprehensive and focuses on serving students who are English learners. The master's degree will aid teachers in many professional advancement opportunities such as higher salary and should help with retention since there was a significant

investment in their training because of obtaining a graduate degree.

iv) The applicant describes their approaches to the program design that reflects up-to-date knowledge and research such as providing students more opportunities to practice rather than just teaching about the practice (pg. e34). This is an example of experiental learning that provides participants with valuable learning experiences that relate to the field and contribute to being an effective teacher.

v) The applicant provides evidence of continuous improvement. The project includes a strong plan for continuous improvement through the advisory panel who will collaborate with members of the management team to monitor progress, provide feedback, implement, and manage the residency program (pg. e36). These steps will contribute to the continuous improvement of the program.

vi) The project is highly likely to build capacity and yield results beyond the period of Federal financial assistance through producing 36 students who will be highly trained to teach in the schools

Weaknesses:

i) The applicant does not provide details about the rationale for the project, e.g., a needs assessment that surveys the specific current needs of partner school districts could help build a rationale with the district partners to demonstrate the need for special education teachers and workforce data through the state education department or workforce could illustrate the growing need for special education teachers, the growth in the field, and declining workforce.

ii) The applicant provides limited details to the specific measurable goals for goals 2-5 (pg. e18 and e55-64). Having specific measurable goals will help to ensure the program's success through setting a number to strive for each goal.

Reader's Score: 23

Selection Criteria - Quality of the Project Evaluation

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

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

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

Strengths:

i) The applicant provides that they will use a mixed-methods approached using both quantitative and qualitative data sources to evaluate the project (pg. e42). The applicant describes an external evaluator from the Wisconsin Center for Education Research. The external evaluator will contribute to a valid and reliable evaluation since it is independent from the program director.

ii) The applicant details the goals and which data will be collected to evaluate the goals. The evaluation plan includes which partner is included for each data collection. The data collection plan contains comprehensive types of data that will help contribute to evaluate the goals of the project.

Weaknesses:

It is unclear what research questions would guide the evaluation. Identifying research questions that relates to the goal would be very helpful in the successful evaluation.

Reader's Score: 16

Selection Criteria - Adequacy of Resources

1. C. Adequacy of Resources (30 points)

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

(i)   The adequacy of support, including facilities, equipment, supplies, and other resources,

from the applicant organization or the lead applicant organization.

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

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

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

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

Strengths:

i) The applicant provides that all project personnel have dedicated office space, office support staff, computer software, and conference rooms (pg. e50). The University of Wisconsin-Madison College of Letters & Science resources will be leveraged in recruiting students in the social science and humanities majors. The resources are significant for the project in ensuring the goals and objectives will be met.

ii) The budget is adequate to support the project. The budget aligns with personnel costs and travel costs are reasonable. The budget allocation supports student instruction and student support which is a large portion of the budget. It represents a reasonable budget provided the number of participants served.

iii) The costs are reasonable in relation to the objectives and design of the project. They align with the objectives. A majority of the goals focus on personnel which is aligned with the goals of student instruction. The costs are very reasonable provided the time each personnel is allocated to the project.

iv) The applicant provides that they are positioned to continue the program after the period of Federal funding has ended (pg. e37). The applicant has a strong commitment of in-kind support from UW-Madison SoE Wisconsin Teacher Pledge which will likely continue as Federal funding ends. This strong support will aid in the sustainability.

v) They provided that the in-kind support from partners is evidence of support for the program and that they will continue to provide matching support.

Weaknesses:

There is limited details as to what support the partner schools would leverage to support the project. Having a detailed plan of all of the types of support leveraged from partners will help in providing evidence of the degree of partnership engagement that will contribute to the success of the program.

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:

i) The applicant provides an adequate management plan that details each activity to be completed within a time period and measurement tool for each activity (pg. e53-64). The personnel include a very detailed management team, LEA, and the evaluation team. Having a detailed management team will aid in the success of the program since everyone will be aware of their particular role in carry out the various objectives.

ii) The applicant cites an advisory panel will collaborate with members of the management team to monitor progress, provide feedback, plan implementation, and institutionalize activities of the residency program (pg. e36). The advisory panel is a very impactful tool in collaborating with the management team and helping to ensure the overall success of the program.

Weaknesses:

Although the applicant provides details of procedures for ensuring feedback, it is limited in providing details regarding the frequency of the advisory panel and the management team in reviewing evaluation, formative and summative data, and what steps would be taken, if needed, for continuous improvement. The summative assessment will aid in making changes earlier in the project where adjustments and interventions can be made.

Reader's Score: 16

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 provides that their LEA partner will also assist with recruitment in their local communities (pg. e39). Having the LEA partner engage with the community will be beneficial in recruiting students from underrepresented backgrounds since the LEAs are familiar with the students and their individual professional development and career needs.

   Weaknesses:

   It is unclear if an email list of faculty contact with minority-serving institutions is sufficient. The applicant provide limited details regarding the degree of partnership with the HBCU and Hispanic-serving institution (pg. e39). It is not clear about the commitment to recruit from these institutions or a clearly defined partnership to engage with these institutions in the proposal.

Reader's Score: 2

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 provides that there is a need for special education teachers in the region and that only 3% of students with disabilities met the benchmark for proficiency in ELA. (pg. e40). This is a very low number that the project can directly address.

   Weaknesses:

   No weakness noted.

Reader's Score: 3

Competitive Preference Priority - Competitive Preference Priority 3

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

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

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

   Strengths:

   The applicant provides that UW-Madison multicultural graduate network supports students of color and that students have access to Ed-GRS which supports students from diverse socioeconomic and cultural backgrounds (pg. e41). The applicant provides a strong commitment to fostering inclusive excellence.

   Weaknesses:

   No weakness 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 provides that they provide residents with mentor teacher in high-need elementary, middle, and high schools for an entire academic year and students learn about diversity and equity throughout the required courses (pg. e42).

Weaknesses:

No weakness 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 meets the invitational priority.

   ### Weaknesses:

   No weakness noted.

Reader's Score:

Status:
Last Updated:

   0

Submitted 06/06/2022 07:03 PM

Status: Submitted
Last Updated: 06/05/2022 10:55 PM

Technical Review Coversheet

Applicant: University of Iowa (S336S220023)
Reader #1:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	28
Quality of the Project Evaluation		
1. Project Evaluation	20	20
Adequacy of Resources		
1. Adequacy of Resources	30	23

Quality of the Management Plan

    1. Management Plan   20   16

Priority Questions

 Competitive Preference Priority

  Competitive Preference Priority 1

    1. Educator Diversity   4   0

  Competitive Preference Priority 2

    1. Diverse Workforce   3   1

  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   92